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ABSTRACT

The pilot program was designed to aid inner-city Detroit public school students to raise and broaden their educational/occupational aspiration levels and plan for their future. The project served 15,000 students from seven elementary schools, two junior high schools, and one high school; control schools were selected to match the experimental schools. The concept of developmental career guidance as an ongoing process was basic to the project, and the most prominent objective of the program was to increase the students' awareness or consciousness of the world of work. Other objectives were to help each child develop a realistic, functional self-concept and to coordinate into a smooth working team all those working with individual students. Guidance consultants were assigned to each project school and paraprofessionals served as a link to develop a close working relationship between school and community. Activities involved: counseling; information dissemination; broadening perceptions; consultation; articulation; and working with parents, community, and faculty. School assemblies and field trips were integral parts of the learning process. Evaluation consisted of student attitude surveys toward work/school/career aspirations, student comparisons, staff interviews, and external evaluations. Results indicated experimental school populations gained in aspiration levels over control groups. (EA)

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THE DEVELOPMENTAL CAREER GUIDANCE PROJECT: 1965 - 1970

George E. Leonard
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THE DEVELOPMENTAL CAREER GUIDANCE PROJECT

Any enterprise, any undertaking, involves people, and no project, however conceived, is any stronger than the individuals who make - or do not make - it "work". The success of the Developmental Career Guidance Project is directly traceable to the people involved in this undertaking.

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It is worthy of note that the project was initiated under the auspices of the Delinquency Control Training Center under the leadership of Dr. William Wattenberg. Further, Mr. Ronald Haughton and Dr. E. J. Forsythe of the Institute of Labor and Industrial Relations also contributed to the development of the project.

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CHAPTER I

INTRODUCTION*

The struggle of disadvantaged Americans to achieve equality is indisputably one of the crucial issues of our times. The civil disturbances of recent years, the passage of civil rights legislation and the billion dollar antipoverty program are all evidence of the importance of this movement. In recent years, in fact, the "chief concern of governmental manpower policy has been the disadvantaged worker blocked from productive employment by barriers rooted in poverty" (12:83). Indeed, it was the realization by President Kennedy that individuals in the United States do not become poor but are born in poverty and remain that way that gave impetus to government programs (9). Generally programs have been aimed at individuals living in "pockets of poverty", and especially towards members of minority groups. In many cases, the minority youth and the disadvantaged youth are one and the same, although it must be noted that there are as many disparities within minority groups in terms of "disadvantageness" as there are between minority groups and the general population.

Although many students considered disadvantaged are white, they represent a small proportion of the white population. On the other hand, a majority of American Indian, Mexican-

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*Parts of this chapter originally appeared in the Encyclopedia of Education in an article by the author.

American, Negro, and Puerto Rican youth can be described as disadvantaged. These students have often been termed "culturally different" because of their lack of "American" (the majority-advantaged group) cultural values and attitudes which make them more difficult for counselors to communicate with by traditional means. The roots of this problem lie in the experiences of the culturally disadvantaged in "homes which do not transmit the cultural patterns necessary for the types of learning characteristic of the schools and the larger society" (1:6). Thus, culturally disadvantaged youth often reside in homes characterized by economic poverty, low social status, minimal education of parents, broken homes, large family size, and isolation in rural or urban ghettos. The effect of this type of home environment is, moreover, maximized and complicated by the effects of past and present discriminatory practices. Thus, there exists a clear and present need for intensive developmental counseling and guidance with disadvantaged youth because of their background, heritage, and present circumstances. These factors combine to set limits on the educational and occupational aspirations of these youth that are influenced much more by environmental factors than by physical inheritance.

Disadvantaged youth, because of their experiences and background, have a distorted perception of what the present-day world has to offer - and with good reason. Non-whites in general have had an unemployment rate over 100 per cent higher

than their white counterparts, and this difference has prevailed in both white collar and occupational groups (20). And this has remained true despite unequaled economic prosperity and the efforts of anti-poverty programs. Recently, for example, as the total number of unemployed dropped, the number of unemployed Negro males over 20 years of age rose (12:85-99). Presently, the "job gap" continues to be a reality. That is, many more Negroes are employed in lower-level occupations than their white counterparts. On the other hand, fewer members of minority groups are employed in higher-level occupations. Consequently, the non-white youngster often sees the world as being without opportunity for him. He reasons, therefore: "Why bother preparing for such a world?" To cite but one illustration: the U.S. Post Office in Detroit was for years known as "the graveyard of the educated Negro", since so many Negro employees had attained baccalaureate and other degrees.

The importance that a sense of possible future career success has on performance cannot be overemphasized. As Coleman (4:23) found, a pupil characteristic which appears to have a stronger relationship to achievement than <u>all the school factors combined</u> is the extent to which the pupil feels he has control over his own destiny. An understanding of the concept of level of aspiration refers not only to the setting of goals, but to the individual's willingness to pursue these goals. There is, further, a cause-effect relationship between level of aspiration and level of achievement. Reichman (16),

for example, found boy's vocational aspiration level to be significantly related to school grade point average, school curriculum, parental occupational level, and number of school activities. In regard to disadvantaged youth, this is illustrative of what has been called the "self-fulfilling prophecy". This can be demonstrated by a situation in which a youth is told, "You cannot succeed in a particular task or in a subject area or in school. You should not aspire to a given occupational level." The youth who accepts the prophecy also accepts a lower level goal or occupation. On the other hand, the youth who, when confronted with a similar prophecy accepts this as a challenge, redoubles his efforts and achieves that goal, is exhibiting a high level of aspiration.

The level of aspiration concept is of crucial importance in the career development of disadvantaged youth, for there is considerable evidence that one's level of aspiration is tied very closely to one's perception of his world and especially to one's perception of self (his self-concept).

Unfortunately, the person with a low level of aspiration often might verbalize a desire to achieve but will not take the intermediate steps necessary to succeed because he has doubts, unconscious or conscious, that he can truly succeed. Again, this is frequently common among disadvantaged youth. Consequently, aspirations of disadvantaged youth compared with those of middle-class youth often seem to be similar on a superficial or strictly verbal basis since youth in both

environments may communicate a desire to achieve similar goals. However, the disadvantaged adolescent with a low level of aspiration, because of lack of real belief and/or faith that he can achieve, will be unable to add the crucial element of effort which is so essential if his ability is to be translated into success. Henderson (10:43) has described this as the difference between real and ideal aspiration with the ideal being what a person would like to achieve, and the real what the person believes he will, in fact, achieve. Disadvantaged youth are more likely to be conditioned to expect failure in regard to their ideal aspirations because of the experiences of their parents and neighbors.

McClelland (15) has concluded that a higher level of aspiration is one that develops in an environment in which individuals are encouraged to achieve goals independently and thus develop independence at an early age. It would seem, then, that an individual's perception of his own future and the ability to perceive himself as a possible success in the occupational world has a critical effect on his educational development. Thus, if an individual is unable to see himself as a white-collar, professional, technical or skilled worker, he will be unable to pursue the intermediate steps necessary to achieve these occupational levels, no matter how much he may verbalize his desires. Furthermore, role models, experience, family values and attitudes and group cultural values also vitally affect both the aspirations and behavior of the

individual. Hines, (11:447), for example, concluded that, "Exclusion of lower class Negroes from important sectors of the work force eventuates in a series of work-related cultural deprivations." These deprivations include socialization to job models that are irrelevent and not in the mainstream of the economy; exclusion from the prevailing work ethos in that so many Negroes are in dead-end type jobs that young people cannot see the link between effort and advancement; alienation from the culture of the modern factory and office: lower-class Negro youth cannot become familiar through family peers, or neighbors with the tools, vocabulary and customs associated with modern occupations (11:447-449).

The counselor of disadvantaged youth then must focus on aiding the individual to first become aware of himself and his opportunities and, then, in facilitating his planning.

As Gardner has stated,

> The most important thing that society can do is to remove the obstacles to individual fulfillment. This means doing away with the gross inequalities of opportunity imposed on some of our citizens by race prejudice and economic hardship. This means a continuous and effective operation of talent salvage to assist young people to achieve the promise that is in them. The benefits are not only to the individual but to society (6:176).

By virtue of his position, the counselor has an undeniable responsibility if he is to face this major challenge in the counseling and guidance of disadvantaged youth. All youth need to be helped to become aware of the opportunities open to them and of how to prepare themselves to take full

advantage of these opportunities. The disadvantaged youth is of crucial need of this help, for if the counselor does not help him, he often has no other resource to which to turn.

The point may be made that the counselor should not give special attention to any one particular group, for his responsibility extends to all individuals whom he serves. As Briggs and Hummer (2:31) point out, though, "If the counselor's concern is with the individual child, then he cannot justify rejecting valuable content materials and approaches which will assist him in the application of his professional skills in the guidance of thousands of individual students who also are youth of minority groups." Accompanying this concept has been recognition of the fact that a counseling approach that may benefit one group may not benefit another. For example, research has shown that counselors are much more apt to be successful with clients who are more verbal and who hold values similar to their own (14:35). Culturally disadvantaged students thus represent a major challenge to the counseling profession because they are not as idea oriented as advantaged youth (5:163-179). Further, they often hold values that are different than those of the counselor.

The following conclusions regarding the counseling and guidance of disadvantaged youth seem both necessary and appropriate and have guided the development of project activities.

1. <u>There exists a clear and urgent need for compensatory counseling and guidance for disadvantaged youth</u>. There are thousands of disadvantaged adolescents throughout the United States who are in need of compensatory help either in or out of school. Because of the failure to provide such programs, our nation is not allowing a majority of disadvantaged youth to develop their potential. A number of compensatory education programs have demonstrated that competent individual and small group attention can prove to be a significantly different event in the lives of disadvantaged youth.

2. <u>Counseling for disadvantaged youth must focus on the emerging self-concept of the adolescent so as to help him gain a sense of self-identity</u>. In most cases the experiences of disadvantaged youth have served to diminish their self-confidence, their sense of worth, their sense of identity. Thus, the counselor of disadvantaged youth must be empathic enough, understanding enough, and capable enough to aid the adolescent in gaining self-knowledge and self-acceptance. Not all counselors are either adequately trained or prepared to work successfully with disadvantaged youth. This must be understood in the placement of counselors for the disadvantaged. It has been known for some time that teacher (and counselor) expectation will have a significant effect on performance. This has been demonstrated most recently by Rosenthal(18), although Goethe wrote the following over a century ago,

> "If one treats a person as if he were what he ought to be and could be, he will become what he ought to be and could be."

The counselor who is guilty of either conscious or unconscious bias will communicate this to the disadvantaged youngster who is extremely sensitive to felt rejection and render his efforts worthless - or worse. The counselor must be seen as an accepting individual who has true faith in the indiv idual's abi lity to succeed and will, moreover, facilitate his efforts.

An additional complicating factor arises when the counselor and counselee are members of different racial groups. Because of fear and distrust of Caucasians ("Whitey" to Negroes; "Anglos" to Mexican Americans) that has been built up through previous experiences, the counselee who is a member of a minority group must be convinced that the counselor is sincere and trustworthy. The counselor must clearly understand this in order to establish the warm, helping relationship that is basic to any progress in the counseling process.

3. Guidance for disadvantaged youth must be concrete and focus on aiding the adolescent in becoming aware of, and then taking advantage of his opportunities. As McClelland (15) has pointed out, an indiv idual must be aware of, and willing to take, the intermediate steps necessary to make aspiration a reality. Consequently, the counselor of disadvantaged youth must adopt an approach that has meaning for the individual. In this regard, because of the lack of verbalized, ideational experiences in the life of the disadvantaged youngster (7), the client-centered approach would appear to be of less value than one which is seen as being of relevance to the individual's

--Retyped at the ERIC Clearinghouse on Career Education, due to the marginal legibility of the original.

present and future. The field of career development theory would seem to be of particular help in this regard. Career development in counseling combines a dynamic, developmental approach with a concrete relevance in regard to the individual's being helped to appraise his own strengths, weaknesses, progress, and future plans against a background of opportunities available to him. In this regard, the writer is not referring to the static practice of "vocational guidance" which has been the major activity of many counselors since the practice of guidance was initiated. Rather, the writer is referring to counseling based on theories espoused by such individuals as Roe(17), Super (21) and Tiedeman(22). The application of these theories affords the counselor an opportunity to combine effective counseling with a meaningful program of group guidance. An organized program designed to further career development is a necessity in the school serving disadvantaged youth.

4. <u>Standardized test scores of inner-city youth must be interpreted with caution.</u> Because of the well-documented (e.g., Gordon, 1967) lack of opportunities to develop language facility by disadvantaged youth, test scores do not really provide a valid indication of these youths' potential. The counselor must be astute enough to search out indications in such areas as motivation and persistence in order to be able to predict future behavior with some competence. Too often, standardized tests are seen by disadvantaged youth as

having little meaning or relevance for them in their life. On the contrary, tests are often seen either as a threat or as a means of keeping them "in their place". An example is noted in the experience of a member of an Upward Bound Program as he described a test experience, "When I got into Upward Bound, I was still putting on a front. I had never really 'taken' a test. I was always afraid of tests. I was sure the instructors saw (through) me. (I guess I don't know if they did or not.) I wanted to do so well on this test so I could stay in Upward Bound. I was afraid they would call me dumb, just like everybody else had always called me dumb. I knew that counselors, students, everyone would know that I had been putting on this front. I was afraid of this test because I knew I couldn't pass it. I thought they were going to come down and say, 'Dumb fool dumb! Get out of this program.' The test was my last hope.

"All during this test I was sweating. God, I sweat! Beads of sweat come from everywhere. I was really scared. My heart thumped! I think I failed that test worse - being more scared. I was being more scared than relaxed. I was so worried about not putting enough down, not going far enough. You had to block in these corners, shade in these little squares. Dog! The best I could do was about twenty and there were about forty some to do. I thought, 'God! I'm really dumb; they're going to kick me out.' So I turned in the test, you know, again still with my front, knowing I had failed it and they would call me dumb.

"To my surprise, they talked to me. They said: you know your reading level was low (Yeah, I knew that. 'Cause I didn't have any education for it.) They told me: you know, we'll work on it. I said to myself, 'Work on it! I'm supposed to be gone man! I'm dumb.' They said: you work on it!. Shocked the living hell out of me!" (23:14)

5. Group counseling is a powerful approach in aiding disadvantaged adolescents to cope with problems of every-day living. A trained and effective group counselor can provide the opportunity for youngsters to interact and explore new behaviors in a safe setting. In a group, members learn from one another, support one another, develop social skills, and provide the counselor with invaluable behavioral information about themselves which then enables him to become more realistic and effective in his one-to-one counseling sessions. Further, the group itself has been demonstrated to be an important force in modifying the behavior of its members. In a group, disadvantaged youth can be helped to discuss their aspirations, fears, plans, self-and-other perceptions, problems and hopes in an atmosphere conducive to growth in self-understanding. In addition, peers exert reinforcement of behavior that often is of much greater import to outh than admonitions of counselors, teachers, and parents.

6. Competent counseling can help young people to develop effective coping behaviors which in turn lessens their need to "put on a front." The phenomenon of "fronting" is a common

life-style acquired by individuals both inside and outside of the disadvantaged community. It arises from feelings of personal inadequacy as well as an inability to satisfactorily meet the demands or standards set by social groups within which an individual finds himself. The individual to compensate, then affects a role behavior that often bears little resemblance to his true feelings in a particular situation. Counselors need first to recognize fronting behaviors for what they are: a defensive cover-up, ingrained role-playing, and necessary stylized attempts to be seen by others as having self-worth. And second, counselors must concentrate on helping "fronters" to gain the skills and competencies which, when acquired, eliminate the need to "front". The Upward Bound youth quoted before clearly describes the phenomenon of "fronting" and the process by which his front "fell down".

"My self-confidence was built up basically throughout Upward Bound. I had to build up self-confidence after so many years of having it bred into me that I didn't have it. The only thing that really helped save me was that I was going in competition. And the thing was that I was always trying to prove that I was something that I wasn't. I thought I wasn't, but Upward Bound showed me that I was. I'm not joking. If I hadn't gotten into Upward Bound, seriously, I probably wouldn't... ah, would have been crazy or in a mental hospital or a lost student in the black community. There are lost students in the black community whether they're crazy or not. They might

as well forget about going into an institution because their hope is lost." (23:21).

7. The understanding counselor has an unique opportunity to serve as a role model and/or reinforcing agent in the life of the disadvantaged youth. In most cases, the child or adolescent growing up in the ghetto, barrio, or other poverty area will not have had many opportunities either to have positive behaviors reinforced or to emulate role-models outside of his environment. Thus, the school counselor is placed in a crucial position: he is at once the only person available that will have an opportunity to reinforce positive, dynamic attitudes and directions as well as being a role-model with whom the youngster can identify. Like it or not, the counselor will if he is competent and empathic have an emotional impact and effect on clients. Consequently, he must be aware of the effects his contacts with individuals will have on their later behavior. This is especially true in the case of male counselors. In general, it has been shown that "frequent or total absence of the father (in disadvantaged homes) contributes to low motivation, inability to defer gratification, low self-esteem, susceptibility to group influence, and juvenile delinquency - an array of problems characteristic of the disadvantaged child" (3:7). Thus, the importance of the counselor's exerting a beneficial influence, of being a role-model worthy of emulation, is underlined. The counselor is often seen by disadvantaged

youth as one who can give understanding, encouragement and information that can help them cope with and overcome their environment. The influence of the counselor in such cases will be very great since he will be perceived as one who can bestow important gifts. Overall, it cannot be overemphasized that the counselor of disadvantaged youth must be aware of the possible effects of his every action on their present and future behavior.

8. Effective counseling and guidance programs for disadvantaged youth must endeavor to reach the family as well. Too often, the disadvantaged youth faces a high insurmountable task in attempting to overcome negative attitudes and behavior in the home. Although the school cannot at present provide any concrete or material help, it can provide referral information, knowledge of programs and resources that can be of help, and, above all, information regarding how the home can be of value in helping the child. In this regard it must be noted that para-professionals can be an invaluable supplementary aide to the school counselor. Schlossberg points out three different guidance related roles that para-professionals can perform. These include (a) being a "bridge" between the school and home, in interpreting school policy and practice to parents, as well as providing community reactions to the school; (b) serving as a "programmer" in providing needed information, concepts and data to parents of disadvantaged youth; and (c) serving as a guidance assistant in identifying familial needs that can be

met through referral to various resources and agencies. (19)

9. Counselor Education programs need to be revised in order to provide specialized training for counselors of disadvantaged youth. In most cases the traditional counselor education sequence provides little opportunity for the counselor trainee to receive instruction and experience in understanding and helping disadvantaged youth. Both specialized courses in understanding the disadvantaged and field experience in working with the disadvantaged need to be provided for the counselor trainee in order to provide him with the theoretical and practical knowledge that will enable him to be maximally effective. Implicit in this point of view is acceptance of the concept that the school counselor can be a guidance specialist who gives information, works with faculty and the community, etc. as well as one who provides meaningful counseling for all students. Too often, counselor-education programs have over emphasized individual counseling with a resultant neglect of the total range of guidance activities. Consequently, many counselors have eschewed guidance and retreated to the safety of their offices and restricted thier activities to counseling with a relatively small number of students.

On the other hand - and especially in agencies - many counselors have not been secure in counseling with a resultant emphasis upon guidance services.

All too many counselors, counselor educators, and administrators have acquiesced in either perception, having thrown

up their hands to what they term "reality". Thus, the "counselor" has, in many situations become a disciplinarian, or college placement advisor, or job placement officer, or attendence taker, or personal problem listener. As a result, we now see a movement in the direction of making guidance and counseling mutually exclusive. However, with an adequate educational background and supervised counseling experience, as well as a clearly defined role and objectives, the counselor of today should have the competence to be comfortable in counseling as well as organize guidance services that provide a meaningful program for all students. Only in this way can the full-functioning guidance program fulfill its responsibilities to disadvantaged youth.

Although the conclusions stated above have been concerned with the counseling of disadvantaged youth, the writer feels strongly that they are relevant for most youth in most situations. The tremendous waste of human resources attested to by the high college drop-out rate is silent testimonial to the validity of this feeling. All youth need the opportunity to appraise themselves, to consider possible future alternatives, to gain professional help in coping with personal problems and to make plans for the future. With disadvantaged youth the problem is, of course, more critical for their "margin of error" is much less. With them there are fewer familial and community resources to help compensate for the failure of the educational system to effect the guidance function.

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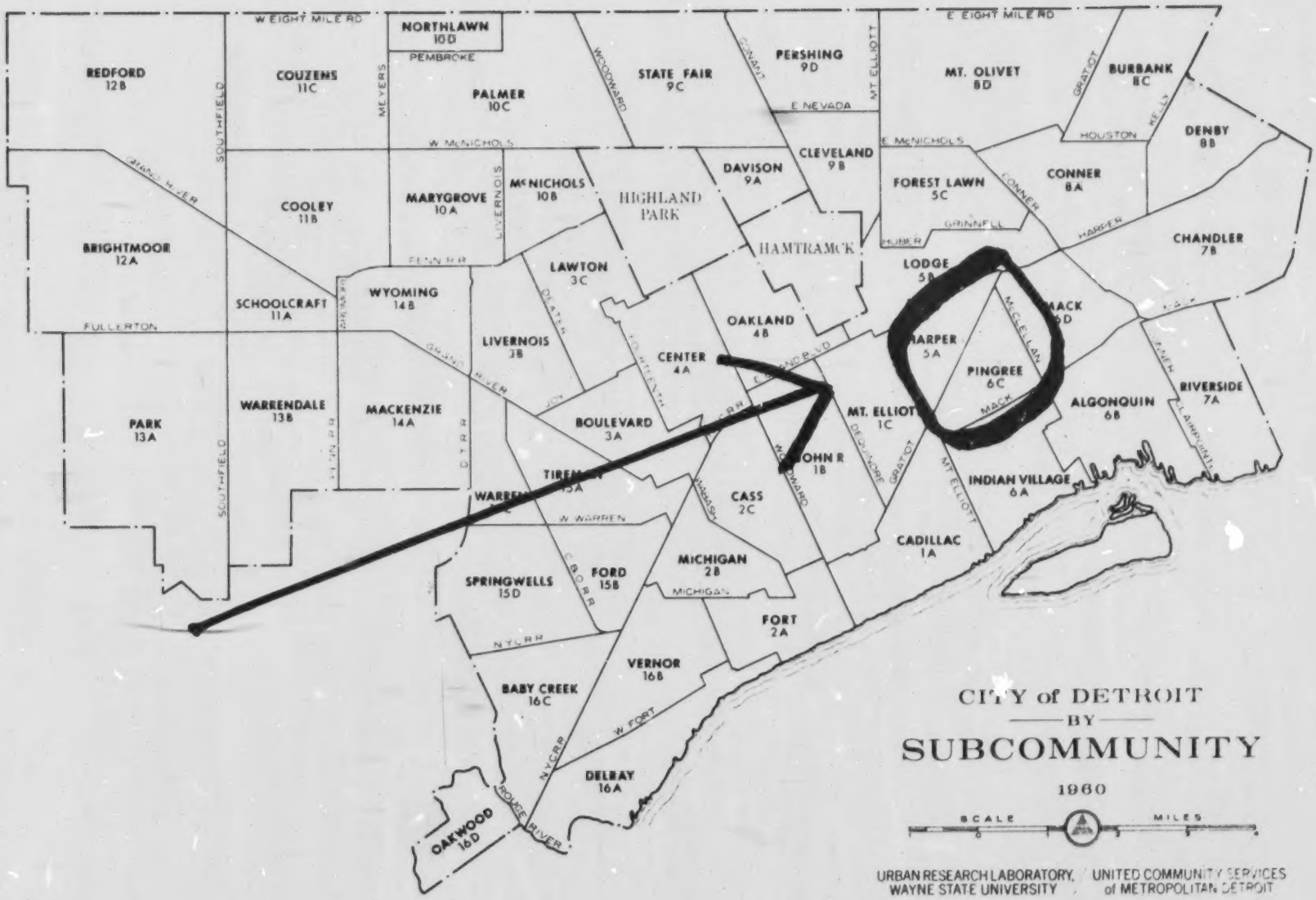
CHAPTER II

THE SETTING IN WHICH THE DEVELOPMENTAL CAREER GUIDANCE PROJECT HAS OPERATED

INTRODUCTION

The DCG Project has operated in Region VII of the Detroit Public School System since its inception. This region was selected because it adequately met the criterion of location in the inner-city and because the Field Executive, Dr. W. Dean Edmundson, and principals of the developmental cluster were willing to cooperate with the project. The Detroit geographic Region is one known as Harper and Pingree (See Figure 1). This area ranks in the lowest quintile of Detroit sub-communities in regard to such characteristics as low-income families, number of unemployed persons, Aid to Dependent Children families, and family disorganization. (See Table 2). A further indication of the socio-economic ranking of the experimental region may be gained by a perusal of Table 1, which gives a more detailed indication of certain characteristics of both experimental and control schools according to census-tract data.

Region Sever, located on the east side of Detroit, has roughly thirty schools ranging from elementary to high school, has a student population of about 35,000, and can be compared in size to that of a school district the size of Grand Rapids,


W EIGHT MILE RD
NORTHLAWN 10D
PEMBROKE
REDFORD 12B
COUZENS 11C
PALMER 10C
STATE FAIR 9C
PERSHING 9D
E EIGHT MILE RD
MT. OLIVET 8D
BURBANK 8C
DENBY 8B
E NEVADA
W McNICHOLS
E McNICHOLS
HOUSTON
CLEVELAND 9B
DAVISON 9A
FOREST LAWN 5C
CONNER 8A
GRINNELL
HUBER
HARPER
CHANDLER 7B
COOLEY 11B
MARYGROVE 10A
McNICHOLS 10B
HIGHLAND PARK
HAMTRAMCK
BRIGHTMOOR 12A
LODGE 5B
SCHOOLCRAFT 11A
WYOMING 14B
LAWTON 3C
OAKLAND 4B
HARPER 5A
MACK 6D
FULLERTON
LIVERNIOS 3B
CENTER 4A
PINGREE 6C
RIVERSIDE 7A
PARK 13A
WARRENDALE 13B
MACKENZIE 14A
BOULEVARD 3A
MT. ELLIOT 1C
ALGONQUIN 6B
JOHN R 1B
INDIAN VILLAGE 6A
CASS 2C
WARREN
W WARREN
CADILLAC 1A
SPRINGWELLS 15D
FORD 15B
MICHIGAN 2B
MICHIGAN
FORT 2A
VERNOR 16B
BABY CREEK 16C
W FORT
DELRAY 16A
OAKWOOD 16D
ROUGE RIVER
CITY of DETROIT
BY
SUBCOMMUNITY
1960
SCALE
MILES
URBAN RESEARCH LABORATORY, WAYNE STATE UNIVERSITY
UNITED COMMUNITY SERVICES of METROPOLITAN DETROIT

SOCIOMETRIC CHARACTERISTICS OF EXPERIMENTAL AND CONTROL SCHOOLS

TABLE I

	% Pop. Inc. Last Decade	% Resident Sq. Mile	% 6-17 Years	Med. Family Income	% Prof. & Mang.	% Labor & Service	% Unemployed	% Over 18 not living both parents	% Ed. Adults over 18	% Living in Sound Housing	Disrupted Marriages Per M	% Non-white
	1	2	3	4	5	6	7	8	9	10	11	12
ELEMENTARY SCHOOLS												
C1	16.4	12,603	18.6	5,903	8.3	16.5	9.2	13.0	8.6	86.8	81.6	88
E1H	-3.3	20,717	22.9	4,815	6.1	23.4	15.0	24.6	9.0	82.6	181.7	98
C2	-15.8	14,324	22.2	5,091	7.2	20.8	12.5	21.1	8.9	88.2	131.6	99
E2R	-21.6	15,572	22.3	4,982	9.1	20.8	12.8	23.8	8.8	76.5	157.6	95
C3	-17.4	15,751	19.9	5,982	7.2	28.4	18.0	15.8	8.8	69.1	123.4	84
E3S	-21.6	15,572	22.3	4,982	9.1	20.8	12.8	23.8	8.8	76.5	157.6	95
JUNIOR HIGH SCHOOLS												
C4	-32.3	17,866	17.3	4,379	8.0	28.8	16.3	34.8	8.9	68.0	204.9	99
E4Ba	-8.3	20,717	22.9	4,815	6.1	23.4	15.0	24.6	9.0	82.6	199.2	92
C5	-13.0	8,815	18.5	6,174	11.3	13.9	9.2	13.1	9.1	86.0	94.0	61
E5Bu	-17.3	13,455	19.7	5,853	9.3	15.0	10.7	11.8	8.7	82.7	86.4	70
SENIOR HIGH SCHOOLS												
C6	-24.5	5,965	21.9	5,016	7.9	21.5	14.9	22.1	8.4	62.5	135.2	75
E6N	-9.8	9,569	20.7	4,690	18.6	18.9	14.8	32.5	9.6	72.2	156.9	85
AVERAGE												
Control	-19.9	12,554	20.1	5,441	8.3	21.5	13.3	20.0	8.8	75.9	141.8	78
Exp.	-14.5	15,933	21.8	5,023	9.7	20.4	13.5	23.5	9.0	78.8	163.0	88

SOURCES: 1960 Census, United Community Services, Detroit Transportation and Land use Survey (1968)

TABLE 2

Social Rating of Sub-communities
in which Developmental Career Project Operated

(Quintile values of 49 subcommunities in Detroit,
5 representing the highest rating value)

Civil Division	Low Income and Dependency			Family Disorganization		Housing Conditions	
	Families with Incomes under $3,000	Un-employed Persons	Aid to Dependent Children Families	Disrupted Marriages	Children not Living with both Parents	Sound Housing	Deteriorating & Dilapidated Housing
Detroit City							
Cadillac.....1A	5	5	5	5	5	1	5
John R.....1B	5	5	5	5	5	1	5
Mt. Elliott....1C	5	5	5	5	5	1	5
Fort.....2A	5	5	5	5	5	1	5
Michigan.....2B	5	5	5	5	5	1	5
Cass.....2C	5	5	5	5	5	1	5
Boulevard.....3A	5	5	5	5	5	3	3
Livernois.....3B	4	4	5	5	5	4	2
Lawton.....3C	5	5	5	5	5	4	2
Center.....4A	5	5	5	5	5	3	3
Oakland.....4B	5	5	5	5	5	1	5
[illegible].....5A	5	5	5	5	5	3	3
Lodge.....5B	4	5	4	4	4	2	4
Forest Lawn....5C	3	5	2	3	4	4	2
Indian Village.6A	5	5	5	5	5	1	5
Algonquin.....6B	5	5	5	5	5	1	5
[illegible].....6C	5	5	5	5	5	2	4
[illegible].....6D	5	5	5	5	5	3	3
Riverside.....7A	4	5	5	5	4	3	3
Chandler.....7B	4	3	4	4	4	5	1
Conner.....8A	3	3	2	3	3	5	1
Denby.....8B	2	2	1	3	3	5	1
Burbank.....8C	3	3	1	3	3	5	1
Mt. Olivet.....8D	2	3	1	3	3	5	1
Davison.....9A	5	5	5	5	5	2	4
Cleveland.....9B	4	4	4	4	4	3	3
State Fair.....9C	3	4	4	4	4	3	3
Pershing.....9D	3	4	4	4	4	5	1
Marygrove.....10A	3	3	2	4	4	4	2
McNichols.....10B	4	4	5	5	5	3	3
Palmer.....10C	2	1	1	4	3	5	1
Northlawn.....10D	4	5	5	5	4	3	3
Schoolcraft...11A	2	2	1	3	3	5	1
Cooley.....11B	2	2	1	[illegible]	3	5	1
Couzens.....11C	2	2	1	[illegible]	2	5	1
Brightmoor....12A	3	2	3	[illegible]	4	4	2
Redford.....12B	1	1	1	3	2	5	1
Park.....13A	1	3	2	3	2	5	1
Warrendale....13B	4	3	5	4	4	5	1
MacKenzie.....14A	3	3	2	4	3	4	2
Wyoming.....14B	3	2	2	4	4	4	2

Michigan. The DCG Project is working with a constellation of schools, comprised of seven elementary, two junior high, and one senior high school. The school population of the ten schools is approximately 15,000. Involved, then, are a sub set of teachers, students and their families.

Although a few Negroes had lived in the area for years, until 1950 it was predominantly Caucasian. This area was a literal melting pot for the Italian, German, Polish, Belgian, and other hyphenated Americans, as well as the old stock Americans from Appalachia. Although there were sone middle class enclaves, this section of Detroit was composed of working class people. After World War II, many of the younger families moved to suburbia and a housing vacuum occurred which was quickly filled by Negro families who had been uprooted by urban renewal, and by those who had come to the "Promised land" from the rural South. 50% of the population of the region have been residents for 3 years or less according to the Detroit TALUS study. (1) Today, this area is predominantly Negro and is representative of the ills that afflict our cities. Although there are still some white children attending the public schools, many of them attend parochial schools. This is a dichotomy which is prevalent in many areas of Detroit where white and black families co-exist.

Although the area is bordered by heavy and light industrial complexes, there are no major industrial plants within the area itself. Business and commercial enterprises are concentrated

on the main traffic arteries. Enterprises are small, many are family owned and operated, and they seldom employ more than three or four workers. Markets, drug stores, furniture stores, bars, gasoline stations, restaurants, barber shops, clothing stores, confectionary stores, jewelry stores, small variety stores -- all these are typical of the type of enterprise found in the immediate school area. In the northern part of the area where the area is narrow, the corner store is rare; in the southern part the corner store is common, though many stand vacant. Observing many of the homes in the area, one could sincerely think he was in the so-called "inner-city". It is only when one closely examines the entire area including side streets, and looks closely both at the exterior and interior of the predominantly one and two family houses that the true nature of the community emerges.

Six schools composed the original project group. These included three elementary schools, two junior high schools, and the senior high school. In the fall of 1966, four additional "feeder" elementary schools were added for a total of ten schools in the project area. There are four additional elementary schools in the Kettering Senior High School service area located on the fringes of the region which have not been included in the project either because of a lack of funds or because their population was not similar to that of the other schools. All research data represents the "original" schools which began the project in 1965.

CONTROL SCHOOLS

Control schools were selected to match the experimental schools as closely as possible. As can be seen in Table 2, differences in regard to the selected census tract data are not great. In order to determine whether or not these differences were significant, rankings were made and the Friedman analysis of variance by rank test was carried out. (2) The results, shown at the bottom of Table 3, reveal no significant differences (W=.089). Thus, the assumption could be made that students from the experimental and control schools were comparable.

The rankings of students of the experimental and control schools on certain standardized tests are indicated in Table 4. These represent the latest available data from the Office of Evaluation and Research of the Detroit Public Schools. The practice in the Detroit Public Schools is to determine a composite percentile ranking based on income, the percentage of overageness in the school, scholastic achievement, scholastic aptitude, and the racial composition. Thus, Table 4 indicates that the pairings of the experimental and control schools was acceptable since in no case did the differences in these composite percentages exceed four percentage points. In that case, (E_2 and C_2), the experimental elementary school ranked at the 21st percentile and control school ranked at the 25th percentile. The interested reader will, further, note that in almost every case, the achievement and aptitude ranking of the control schools was higher than that of the experimental

RANKINGS OF EXPERIMENTAL AND CONTROL SCHOOLS ON SELECTED CENSUS CHARACTERISTICS AND FRIEDMAN ANALYSIS OF VARIANCE BY RANK TEST

AVERAGE EXPERIMENTAL AND CONTROL SCHOOLS

	% Pop. Inc. Last Decade	# Residents Sq. Mile	% 6-17 Years	Med. Family Income	Prof. & Manag.	% Labor & Service	% Unemployed	% Over 18 not Living both Parents	Med. Ed. Adults Over 18	% Living in sound Housing	Disrupted Marriages per M	% Non-white
	1	2	3	4	5	6	7	8	9	10	11	12
CONTROL												
Elem C1	6	4	2	10	7	3	1	2	2	11	1	6
Elem C2	5	6	8	8	3	6	4	5	7	12	5	11
Elem C3	8	9	5	11	4	11	12	4	4	3	4	4
JHS C4	12	10	3	1	6	12	11	12	8	2	10	11
JHS C5	4	2	1	12	11	1	1	3	11	10	3	1
SHS C6	11	1	7	7	5	8	8	6	1	1	12	5
Avg. Rankings	7	7	4	9	6	7	7	4.5	6.5	6	4	4.5
EXPERIMENTAL												
Elem E1	1	11	11	3	1	10	9	9	10	7	9	10
Elem E2	10	7	9	5	8	6	5	8	4	5	7	8
Elem E3	10	8	10	6	9	6	6	7	6	6	6	8
JHS E4	1	12	12	4	2	9	10	10	10	8	8	7
JHS E5	7	5	4	9	10	2	3	1	3	9	2	2
SHS E6	3	3	6	2	12	4	7	11	12	4	11	5

Friedman Analysis of Variance Rank - Test

$W = \frac{12\ D\ 2}{R2\ (C^3-C)}$ $\quad W = \frac{12\ (1841)}{144\ (1716)}$ $\quad W = \frac{22092}{247104}$ $\quad W = .089$ (N.S.)

TABLE 4

RATINGS OF EXPERIMENTAL AND CONTROL SCHOOLS ON STANDARDIZED TESTS, OCTOBER, 1965

ELEMENTARY SCHOOLS

	Iowa Basic Skills						California Mental Maturity					
	Grade 4 Composite Stanine			Grade 6 Composite Stanine			Grade 3 Mean Stanine			Grade 5 Mean Stanine		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
Elem. E1	62	3.12	1.3	56	4.51	.94	61	3.01	1.1	49	3.79	1.1
Elem. C1	124	4.12	1.8	126	5.23	1.4	111	3.26	1.2	41	3.9	1.3
Elem. E2	61	2.70	1.1	53	4.72	1.2	58	2.80	.89	52	2.77	.89
Elem. C2	60	3.30	.76	56	4.56	1.3	63	3.25	1.2	54	2.88	1.2
Elem. E3	81	3.55	1.3	75	4.65	1.5	78	3.22	1.2	65	3.36	1.1
Elem. C3	73	3.83	1.5	51	4.8	1.4	61	3.53	1.3	61	3.59	1.2

Junior High Schools

	Grade 8 Composite			Grade 7		
	N	Mean	S.D.	N	Mean	S.D.
JHS E4	306	2.83	1.4	371	3.38	1.3
JHS C4	285	2.92	1.4	275	3.39	1.1
JHS E5	318	3.39	1.6	321	3.69	1.4
JHS C5	341	4.19	1.6	349	4.26	1.3

Senior High Schools

	Sequential Tests of Educational Progress			Grade 10 School and College Ability Test		
SHS E6	549	3.33	1.5	549	3.56	1.5
SHS C6	383	3.96	1.5	383	4.13	1.5

All above scores based on National norms (National Mean: 5.0)

Detroit Public Schools 1965 Composite Percentile Ranking
(Based on above scores, median income, % of overageness, and non-white enrollment)

E1 30%ile	E2 21%ile	E3 27%ile	E4 9%ile	E5 35%ile	E6 24%ile
C1 30%ile	C2 25%ile	C3 28%ile	C4 11%ile	C5 38%ile	C6 26%ile

schools.

Thus, the pairings of the experimental and control schools was deemed adequate so that the evaluation of the results of the Project's activities on students and faculty, as described in Chapter 6, could be carried out.

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CHAPTER III

CAREER GUIDANCE: A DEVELOPMENTAL PROCESS

Rationale and Broad Objectives for Activities

Developmental career guidance is an on-going process. This concept is, and has been, at the core of the DCG Project. Stress is continually given to developmental aspects of career knowledge, aspiration, choice, and planning as these are present in growing boys and girls. Stress is given to the ever-changing nature of society: the world of work, social forces and institutuions, educational preparation for adult life. Stress is given to guidance and counseling which is based upon our knowledge of growth and development patterns in young human beings.

Guidance thus oriented is conceived as being dynamic, contiguous with growth stages, relevant to the real world of work as it exists and evolves, and integrative of multiple old and new experiences. But such a conception cannot be seen as unrelated to what happens to a growing youngster in his classroom, his peer group, or his home life. Nor can it be seen as simply the province of one educational helper, the guidance counselor. Rather, such a conception involves a totality, the various parts of which contribute to a unified center of interest. All those people and learning experiences which contribute to the development of a child are included.

Work, as a center of interest around which to build a curriculum and a guidance program, is uniquely appropriate. Practically every school subject, every physical, social and mental skill, every structured or unstructured educational experience can be related to work, either directly or indirectly. As a focus, a matrix, it serves as no other.

The need for a broader spectrum of experiential knowledge among culturally disadvantaged youngsters is manifest, if they are to trade their ill-begotten circumstances of life for those higher up the socio-economic scale, if they are to participate equally in the offerings and opportunities of an affluent and open society, if the forces which oppose such upward mobility are to be mitigated. Low levels of aspiration, poor self-concepts, lack of adequate academic and social skills, decelerating scales of motivation, these and a host of other characteristics found among youngsters who lives begin and take shape at the bottom of society's social structure have been described again and again. It is among this segment of our population, where work models are few, where broad knowledge of the political, economic, commercial, and industrial aspects of the world are lacking, where life is unplanned and often chaotic, where distractions are legion, self-discipline is misdirected, and the unknown and misunderstood power of others often threatens survival that a program such as the DCG Project, at once both remedial and burgeoning, may be significant. At least this hope and motive gives determination, drive, and dedication to all who are associated with it.

With so much said, it can be understood that the most prominent and over-riding objective of the program has been and continues to be the increase in awareness about all phases of work in every child in every school in the project. An all-embracing effort has been made in the first year of operation to create an atmosphere in the project schools where a consciousness of the world of work is unavoidable. Building upon whatever base exists in the young child as he enters school, the DCG Project is designed to add work knowledge and experience, in proportions commensurate with the child's ability to absorb, as he rises through successive grades.

A second dominant objective of the program is to help every child to develop a realistic and functional awareness of himself as a worthwhile human being who will one day cross the threshold of the world of work. Individual potential, attitudes, values, skills, aspirations, interests, aptitudes, perceptions, relationships, self-image: all are focal points.

A third major objective is to inform, involve, and coordinate all significant others, those who affect the personality development of each child, into a smooth-working team. Common understandings, interests, and points of view are sought. Thus, interaction between groups and among group members is vital, and effective communication is a constant concern.

The foregoing is not meant to convey the impression that

the project staff perceives career guidance as either occuring at a point in time or that provision of occupational-educational information is the sole concern of the counselor. Rather it is recognition of the concept that guidance is a function that should permeate the educational process and serve all youth -- not just a particular segment of "problem" children. This is not to say or even imply that interpersonal counseling skill is not basic to a sound guidance program -- only that it is not the only activity and that all students can and must be helped to progress in their educational-occupational careers.

Recently, for example, it was reported by Coleman that of all the variables measured in the recent U.S.O.E. survey Equality of Educational Opportunity (1), "the attitudes of student interest in school, self-concept, and sense of environmental control showed the strongest relations to achievement". Certainly these student attitudes are of prime concern for the school counselor at every level -- elementary, junior high, and senior high. Certainly facilitating the healthy development of these attitudes should be primary objectives of any guidance program. Certainly activities designed to aid the development of self-concepts and above all to aid students to gain a feeling of control over their own destiny should form the backbone of any fully-functioning guidance program. Certainly these psychological factors should be considered part of the theoretical framework which should undergird any guidance program.

In how many cases, however, do we find any sort of rationale for the activities being carried on in guidance programs? In far too many cases guidance counselors are ruled -- just as absolutely as many students -- by the tyranny of the immediate. In other words, day-to-day activities are carried on without thought about why whatever it is that is being done is being done. Operating in this fashion is analogous to traveling through strange territory without a road map which not only helps to guide our activities, but also helps us to see where we've been, thus making it possible to evaluate the effects of our activities. Yet, it must be noted in too many cases this aimless procedure is due to nebulous constructs that are very difficult to translate into practical terms. For example, let us look at self-concept, one of the crucial factors in regard to achievement. What does this psychological construct really mean to most of us? Further, what programs and what activities have been designed and are in operation to provide for the development of better self-concepts? The point here is that self-concept, despite the fantastic number of studies dealing with this construct, is a nebulous one when we attempt to make this operational.

Let us next examine the attitude of "sense of environmental control" -- also mentioned in the Coleman report. What programs can and should counselors implement to improve this sense of environmental control? More importantly, what programs have been implemented?

Any number of constructs could be cited that are theoretically impressive but do not seem to be of great value in regard to aiding the establishment of meaningful guidance practices designed to aid youth in becoming all they are capable of becoming. A great deal has been written about freedom in the guidance literature recently -- especially in the philosophical aspects of guidance theory. But how is the individual to be helped to achieve freedom? And what kind of freedom? And how is the individual to be helped to feel a sense of freedom? Timothy Leary, the prophet of hipsterdom says that, "...freedom to do your own thing is the backbone of the new love revolution." The freedom that students are seeking is the freedom of choice--and especially as it affects their future.

For far too long freedom for students has been measured in terms of allowing students, encouraging them, forcing them to make a vocational-educational choice at some time in their educational career. At the end of the eighth grade in most cases, students have to make some kind of choice regarding several elective subjects in the ninth grade. In most cases this process is a "happening" that takes place within 10 minutes, an hour, possibly a week. Then, the "happening" is over -- a pretty short-lived "trip" -- until some time later in the student's high school career when again he might be asked to make a choice. In the case of most students, in fact, career development is just such a series of unrelated events. Someone confronts the student and asks, "What are you going to be when

you grow up?" The student gives an answer that satisfies the questioner in one way or another and goes on his way. The culminating event is usually one wherein a father takes his child into a room and closes the door with the pronouncement, "Well, Johnny (or Janie), we've got to have a serious talk."

In most cases the child thinks, "Oh no, here we go with the birds and bees again." But to his surprise the question this time is, "We have to make some kind of decision about what you're going to be." The decision they come to is usually transitory in nature, but it does satisfy the parent and takes the pressure off the child.

For far too long vocational guidance has been accepted as taking place at a point in time wherein an individual comes to a certain age and then -- at that precise moment -- chooses a career. This concept originated with Frank Parsons at the Boston Breadwinners Institute soon after the turn of the century. Unfortunately, too many guidance workers have not progressed beyong that point.

It must be emphasized, the thinking today has changed. Theorists view occupational choice as a series of events, a process, a series of decisions leading to a job. Some feel the process may begin pre-natally. Most of the theorists believe the process of vocational choice begins at birth and continues till death.

In 1950 Eli Ginzberg attacked members of the National Vocational Guidance Association at an annual convention by

saying vocational counselors were operating without a theory. He proposed a theory which became popularly accepted and remains so (with some modifications) today. (2) The theory consists of three major premises:

1. Occupational choice is a developmental process, not a single decision. Each step has meaningful relation to those which precede and those which follow it. As an example, a person who does poorly in mathematics will automatically rule out engineering as a career.
2. The process of occupational decision-making could be analyzed in terms of three periods: fantasy choices (before 11); tentative choices (between 11 and 17); and realistic choices (between 17 and young adulthood, when a person finally determines his choice).
3. Occupational choice is largely irreversible. This grows out of the reality pressures which introduce major obstacles to alterations in plans. It is difficult for a student in his second year of medical school to change his career plans. There are serious emotional barriers to such a shift in plans because this can so easily take on the quality of failure and present a threat to self-esteem. Many theorists took issue with this premise, and Ginzberg himself has come out to refute this earlier portion of his theory.
4. Every occupational choice is of necessity a compromise,

reflecting the fact that the individual tries to choose a career in which he can make as much use as possible of his interests and his capacities in a manner that will satisfy as many of his values and goals as possible.

So the process, according to Ginzberg, ends in a compromise between interests, capacities and values and a person's opportunities and the limits of realities.

Ginzberg supplied the basic background of career choice for those who follow. Notable among these is Donald E. Super,(8) whose theory, presented briefly, involves the following:

1. People are different in their interests, abilities, and personalities.
2. They are qualified for a number of occupations -- each can do several things (there is, then, multipotentiality).
3. Each of the occupations requires characteristic patterns of abilities, interests, and personality with tolerances wide enough to allow a variety of occupations for each individual and some variety of individuals in each occupation.
4. Vocational choice and adjustment is a continuous process -- rather far removed from reality in early youth but involving reality in increasing degrees with increasing age. There is, therefore, no sharp distinction between choice and adjustment.
5. The continuous process is summed up in a series of

life stages. (Super and others have based their theories of life stages as presented below on the work of Charlotte Buehler.)

a. Growth -- from concern with self to others.

b. Exploration -- the period which corresponds roughly to adolescence.

c. Establishment -- getting started in your career.

d. Maintenance -- the attempt to continue in your chosen field.

e. Decline -- retirement in the physical, social, and psychological sense.

6. The nature of the career pattern -- the level, frequency, sequence, duration -- is largely determined by the parent's socio-economic level and the mental abilities of the child's personality. Career choice may have a direct relationship to a person's physical energy, his size, to the opportunities to which he has been exposed.

7. Guidance through the stages can be helpful. It can help in two ways:

a. Facilitating the process of maturation of abilities and interests;

b. Aiding in reality testing and development of the self-concept.

8. The process of vocational development can be called implementing one's self-concept. Super defines self-

concept as a compromise -- the result of interaction of aptitude, neural and endocrine makeup, opportunity to play various roles, the degree roles receive approval of peers and authority figures (reinforcement or "significant others" approval).

9. The whole process of compromise is that of role-playing; it is a matter of trying on a series of roles until the individual finds one that fits.
10. Real satisfaction in work and life depend on the congruence between one's self-concept and his job.

Another theorist, Anne Roe, (6) stresses the importance of early childhood experiences upon vocational development. Choice is based on needs determined in childhood. She makes use of Maslow's hierarchical classification of needs: self-actualization can result only after the satisfaction of the lower-level needs such as those for physical and safety, the need for love and the need for self-esteem. According to Roe, parental attitudes play an important part in these need gratifications. These attitudes can range from emotional concentration on the child, characterized by overdemanding or overprotection; to acceptance, characterized by a casual, loving relationship; to avoidance, characterized by rejection and neglect. Depending upon these situations, there will be developed basic attitudes, interests, and capacities which will be given expression in the pattern of the adult's life:

1. Persons brought up in child-centered homes will be

aware of the opinions and attitudes of others and of the need to maintain self-position to others.

2. Persons from accepting homes may have interests in persons or in non-persons. They are not defensive.
3. Persons brought up in rejecting homes may develop defensive awareness of others and have aggressive tendencies. Or they may strongly reject persons and turn to non-persons.

According to Roe, it is possible to relate these attitudes quite directly to occupational choice. She categorizes these attitudes as follows:

1. Service	People
2. Business	People
3. Organizations	People
4. Technology	Non-People
5. Outdoor	Non-People
6. Science	Non-People
7. General Cultural	People
8. Arts and Entertainment	People

Another theory, that of John Holland, (3) is a comprehensive one, based heavily on those who precede him. His theory assumes that at the time of vocational choice the person is a product of the interaction of his particular environment with a variety of cultural and personal forces. These forces include peers, parents, and the physical environment. Out of this experience the person develops an hierarchy or preferred method for dealing with environmental tasks. There is a

developmental hierarchy in occupational choice, each with a personal orientation. The level of choice is a function of intelligence and self-evaluation.

There have been a number of theories proposed since Ginzberg's speech in 1950; many of them have the common denominators listed below:

1. Occupational choice is the expression of a person's needs as he interprets them.
2. Needs develop or are a reflection of a developmental process. That is, needs change as we develop.
3. Therefore, (through 1 and 2 above) occupational choice also develops. We outgrow our needs. We do not make a single choice, but a series of choices.
4. Decisions are related to past and tend to be irreversible.
5. Development of a realistic self-concept is essential for a relatively realistic occupation. Those who are not in congruence with their occupation typically downgrade themselves through underemployment.
6. The process is a series of compromises between goals and opportunities. As goals and opportunities change, so do occupational choices.

Hershenson (') has conceived of the vocational development process as occurring in a five-stage cycle. The stages are (a) social-amniotic (awareness); (b) self-differentiation (control); (c) competence (directed); (d) independence (goal-directed); and (e) commitment (investment). He related the vocational modes of

being, play, work, occupation, and vocation to the stages.

As stated, we now know that career development takes place over a period of years; and that a person's previous experiences significantly influence his vocational choice. Seen in this context, then, the actual career decision, when it occurs, is but the culmination of a continuous, continuing series of choices that begin with birth, as Super (8) has pointed out.

We know further that when an individual has some knowledge of his interests, abilities, aptitudes, and attitudes, and when he is provided with some information on the world of work, there appears to be more crystallization of career goals, planning and choice.

Most teachers, as well as parents, are quite aware that a child's previous experiences with a task will influence his thinking when that task, or a similar one, once more presents itself. Further, a child's needs will also influence his performance with that particular task. The implications are clear students must be aided to gain experience in reality-testing as well as self-knowledge so they may grow toward vocational maturity. In essence, elementary school students must be assisted so they may fantasize about many different occupations, and become aware of the many different factors to take into account when making a choice. For example, opportunities to learn about the rules of work and to have work-related experiences, are for the school child, vocational development opportunities

of major importance and ones that will influence the child's later reaction to work or to work related situations. In later years, the career development process can focus on more reality-oriented activities. Behavior, we know, is purposive and acquires its meaning in a social setting. As the significant longitudinal studies at the Fels Research Institute (8) and by Super's continuing research with the Career Pattern Study have shown, behavior during the early years is highly predictive of later adult behavior.

We know, therefore, that opportunities we may give to school children to grow in self-reliance and independence and to help them become involved with real work experiences is related strongly to the development of individuals.

Again, the implications for guidance practice is clear; an organized program to aid students to progress toward their future career goals is a necessity if we are truly to help children make their future dreams a reality.

A framework around which such a program could be organized would naturally have to take into account the vocational development tasks a child has to accomplish. These, as Super (8) has conceptualized, are as follows:

Vocational Developmental Tasks

To Learn:

Elem.
- Dependency
- Independence
- Social Interaction
- Industriousness
- Goal Setting
- Persistence

Jr. H.S.
- Socialization
- Coping with School
- Dealing with family attitudes and values
- Passing school subjects

Sr. H.S.
- Choosing curriculum
- Developing study habits
- Making tentative educational-vocational choices
- Implementing self-concept

Once these are taken into account, it can be seen that the vocational developmental opportunities presented to an individual are also crucial. Providing the following opportunities can be seen to be of importance (10):

Vocational Developmental Opportunities

Opportunity to:

Elem.
- React to parental handling and attitudes
- Explore environment
- Develop peer relations
- Develop authority relationships

Jr.H.S.
- Learn about world of work
- Develop attitudes toward school and school subjects
- Have after-school work experiences

Sr. H.S.
- Academic exploration
- Occupational exploration
- Social role exploration

It can be seen that aiding children to take advantage of their opportunities will aid them to progress in their self-understanding. A child can be meaningfully aided to understand himself, to accept his strengths and liabilities, and to develop a wholesome attitude toward himself. It might very well be that the most important item in any positive self-concept as it relates to occupational choice.

An organized program to further career development must be developed if we are to fulfill our obligations to boys and girls, if we are to truly help youth become all they are capable of becoming. Further, if such a program is to be effective, it must be organized and coordinated. The classroom teacher and the guidance specialist must work as a team in providing this service. It is never too early to start. Too often, it is too late. As Van Hoose and Leonard have stated:

> Vocational guidance is necessary to the task of socialization, i.e., preparing young people to become functioning and contributing members of society. Socialization is more than just helping the child learn to get along with others and to become an effective part of our

> society. Socialization refers also to the process through which a person utilizes his talents, his abilities, and his skills for the good of himself and for society. In our competitive society, we expect and, except in unusual cases, demand that each individual make some contribution. Work is essential, and if a person is to find his place in life, he must be prepared to function as a worker. .....school children can be helped to understand the importance of work and the effects of work upon their lives (9).

A developmental approach to counseling and guidance wherein all students are aided to develop to their utmost is necessary and more effective in meeting student needs. Most students appreciate professional help in their development and we are quite possibly in error when we provide counseling only for "problem" students who desire counseling for a particular purpose at any time.

The Developmental Career Guidance Project has accepted as an underlying rationale career development theory as synthesized by Super (8). There are many variations of career development theory as articulated by Bordin, Ginzberg, Holland, Pepinsky, Roe, Tiedeman, and Super among others. It must be emphasized that career development theory is not the only theoretical approach and that utilization of career development theory does not mean that the entire guidance program will be oriented towards helping youth to choose careers. Utilization of career development theory as a rationale for the guidance program does, however, provide the aforementioned road map as a guide for activities with pupils, teachers and parents.

Activities can and must be designed to aid the intellectual, personality, and social development of pupils. Career Development, therefore, as a focus for guidance seems uniquely appropriate.

In far too many school situations the guidance program has either not been given the opportunity to truly evolve into an activity that affects all aspects of the school or has been restricted to servicing a small segment

of the student population. The Coleman report emphasizes that, "a pupil attitude factor which appears to have a stronger relationship to achievement than do all the 'school' factors together is the extent to which an individual feels that he has some control over his destiny." (1)

Although the Developmental Guidance Project has been concentrating on servicing inner-city youth, the project staff feels strongly that the foregoing conclusion applies to all youth in all school situations. The tremendous waste of human resources attested to by the high college drop-out rate is silent testimonial to the validity of this feeling. All youth need the opportunity to appraise themselves, to consider possible future alternatives, to gain meaningful information concerning their world, and to make plans for themselves. With disadvantaged youth the problem is, of course, more critical for their "margin for error" is much less. With them there are fewer familial and community resources to help compensate for the failure of the educational system to effect the guidance function.

In an attempt to implement the foregoing, a number of specific activities have either been designed or have evolved during the course of the project's first three years. These activities have been organized under the leadership of the guidance team, consisting of a professional guidance consultant (to differentiate them from the "regular counselors" in the school) and two para-professionals. Their job descriptions follow.

PROFESSIONALS: GUIDANCE CONSULTANTS

JOB DESCRIPTION: Based on the D.O.T.

GUIDANCE COUNSELOR -- (professional and kin.) II. 045.108; vocational advisor; vocational counselor. Counsels individuals and provides groups with educational and vocational guidance services: Collects, organizes, and analyzes information about individuals through records, tests, interviews, and professional sources to appraise their interests, aptitudes, abilities, and personality characteristics for vocational and educational planning.

Compiles and studies occupational, educational, and economic information to aid counselees in making and carrying out vocational and educational objectives. Refers students to placement service. Assists individuals to understand and overcome social and emotional problems. Engages in research and follow-up activities to evaluate counseling techniques. May teach classes. May be designated according to area of activity as COUNSELOR, COLLEGE; COUNSELOR, SCHOOL.

A. Employer Variance

Develops group career activities in cooperation with teaching staff, arranges field trips and career and vocational opportunities, publicizes educational and occupational information, works with students individually and in groups to further career development; furthers cooperation with Employment Service and Community Agencies, arranges community programs, conducts research activities, and directs efforts of two sub-professional members of team.

B. Qualifications

1. Master's degree in Guidance and Counseling (or the equivalent) including counseling practicum.
2. Three years of teaching in the inner-city.
3. One year's experience in guidance and related activities.
4. Warmth of personality, commitment to youth as judged through interview.

C. Example of Weekly Schedule

	Monday	Tuesday	Wednesday	Thrusday	Friday
MORNING	Developmental Career Guidance Staff Meeting ------ Aid in preparing students for Field Trip	Field Trip to Business and Industry	Demonstrations of Career Guidance in Classrooms Follow-up Activities from Field Trip	Group Guidance ------ Conference with Principal	Group Guidance ------ Teacher Conference
AFTERNOON	Group Counseling ------ Teacher Conferences -------- Meeting with Guidance Committee	Community Relations with Agencies ------- Individual Counseling	Contact with Employers ------ Small Group Counseling --------	Conferences with Sub-Profs. ------- Planning of Parent Meetings ------- Parent	Evaluating Research ------ Report Writing ------ Individual/ Small group Counseling

OPERATIONAL FUNCTIONING

A Developmental Career Guidance Consultant was assigned to each of the six member schools in the project. All of these professionals were qualified counselors, with at least a master's degree in counseling and guidance. Though they were considered as supplementary staff with specific duties to perform and had a specific role to play not connected with school administrative functions, they were under the authority of the school principal and they received a salary commensurate with their tenure and status as counselors in the Detroit Public School system.

The guidance consultants operated at three different educational levels, but essentially their roles were alike. The variations in their performances were related to the different developmental needs of students at various ages and to differences between the educational institutions which serve those developmental stages. Elementary schools in Detroit, for example, do not employ guidance counselors. It was therefore necessary to establish a guidance program within the project elementary schools, to interpret guidance principles and practices to the staff. The consultants assigned to elementary schools had, in addition to their specialized training in counseling and guidance, teaching experience in the elementary division: they were cognizant of elementary school administration and operation, curriculum, child growth and development patterns, and the special relationship of the elementary school to the home and community. Similarly, the senior high school consultant had counseling and teaching experience in the senior high school, knew how to work through department heads, understood the work-training programs, the various curricula, the college admissions and job placement procedures peculiar to the senior high. The exploratory nature of the junior high curriculum, the first probings into the world of work by youngsters of this age, the need to make a decision about a high school course of study:

these and other circumstances peculiar to the junior high were well understood by the guidance consultants at that level.

The guidance consultant in each of the schools served as the leader or expert for the Developmental Career Guidance Project. The DCG Committee represented a core of key people who were extremely vital in implementing project aims and activities, in keeping constant the career guidance atmosphere and attitude in the school. However, direction, stimulation, and follow-up, is provided by the guidance constultant. The creative ideas of committee members and other interested staff members were important, but the chief innovator, arranger, and public relations specialist must remain the guidance consultant. To be effective in his role, he needs to secure a good working relationship with the school principal, counselors, department heads, and other key staff in the building, while remaining approachable and accessible to all the teaching staff and students.

An outline follows which is intended to serve as an illustration of the scope of activities of the guidance consultant, to help define his role. The outline is a report of the activities and working relationships of the consultant who served in the senior high school, where undoubtedly a greater number of activities occurred due to the special nature of the school: larger, more variety, greater student proximity to the world of work, etc. However, the outline encompasses the areas in

which all the consultants operated and is in most respects typical.

PARA-PROFESSIONALS: COMMUNITY AIDES

JOB DESCRIPTION: Based on D.O.T.

CASE AIDE - (profess. & kin.) 195.208. Works on simpler aspects of cases or provides service to less complex cases, under close and regular supervision of CASEWORKER.

A. Case Aide.

Assists case worker by handling simpler aspects of cases or independently instructs more routine cases, to assist clerks in solution of problems requiring limited judgment, authority, or training.

B. Employer Variance.

Contacts families of students to help publicize career opportunities and necessity for education; refers parents, if necessary, to community agencies; contacts employers in region, arranges field trips for parents to employers, arranges and supervises programs for parents in region regarding educational and vocational opportunities.

C. Qualifications.

1. Unemployed resident of district.
2. Warmth of personality, commitment to youth, good character traits.
3. Some sort of experience working with youth.

OPERATIONAL FUNCTIONING

One of the roles of the consultant involved developing a close working relationship between the school and the community. To assist him in this difficult task, he needed a liason person from the area to help coordinate and provide articulation between the two areas.

Adult para-professionals were selected from each school's

community by the guidance consultant. They were chosen on the basis of their activism within the community in order to best fulfill the need for school-community interaction.

With leadership from Wayne State University and the guidance consultants, the adult sub-professionals set about organizaing parent groups through coffee hours, parent classes, and individual home visits. Each adult aide was given the option to work with the group size with which she felt most comfortable. She used the "Better Living Booklets", published by the Science Research Association in the planning of discussions. Through such organization, the aide kept parents abreast of school activities and vice versa for a more enlightened school community.

Although the adult aide was mainly responsible for contacting and program-planning with parents, she also accompanied school groups on field trips, assisted with occupational surveys, offered clerical help, and contributed to general office maintenance. Consequently, the sub-professional became vital success to the DCG Project.

The role, training, and activities of the adult aides are stressed in greater detail below:

A. Definition: The adult community aides were hired on the basis of their being "bridge" people. This is, they were indigenous to the community, yet able to communicate with the professionals. The aides were "influence agents" with both groups, the community and the professionals.

B. Goal: The community aides' major thrust has been to reach the adult members of the community, to influence these adults and increase their impact on the career development of the young people living in the community. This goal was predicated on two assumptions:

1. That parent attitudes about school and children's careers are crucial to career development.

2. That community aides are essential for reaching parents who, for many reasons, have some negative attitudes about school and school personnel.

Thus, community aides focused on understanding parents, developed ways of reaching parents, and tried to help parents better understand their children's career development needs.

C. Role: The community aides have filled their role by engaging in the following activities:

1. Clerical: cataloging, filing, recording, typing.
2. Telephoning: handling routine messages, setting up appointments.
3. Making visual aids.
4. Meetings:

   a. Community groups.
   b. Parents.
   c. School Staff.
   d. Students.
   e. Supervisors.
   f. Project personnel.

D. Training: The training of these adult women was explicitly designed to be informal and oriented toward the development of attitudes rather than mastery of content. This was done through frequent meetings of the community aides with the director and/or University consultants and/or one of the professional guidance consultants. The meetings were informal, one being at the home of the University consultant most directly involved with their training. It must be emphasized that each aide received the bulk of her orientation and training on the job through the close supervision and one-to-one relationship enjoyed with her professional guidance consultant.

Training of sub-professionals was directed towards helping them to adjust to the particular demands and needs of their location in accordance with general principles. The substance of the meetings fell into three areas:

1. General warm-up conversation: "Getting to know you."

2. Each person discussed problems, program, and progress in her school.

3. Discussion of issues raised by aides. For example, as a result of their home visits, the aides found that many parents had multiple problems such as the lack of adequate living conditions, ill health, employment difficulties, etc. Consequently, the professionals discussed community agencies and appropriate ways of making referrals. An outcome of this was a visit by the group to a Total Action Against Poverty Center located in the project area.

E. Principles of Training:

1. Para-professionls are central to the progress and success of an inner-city school project.

2. Para-professionals can develop ways of reaching hard-to-reach parents.

3. Para-professionals work best with informal training.

4. Para-professionals work well when professionals define the over-all tasks and leave methodology to the creativity of the sub-professional.

Thus, the major roles played by the career guidance aides can be summarized as follows:

1. The Bridge Role

The inner-city community has been described in many different ways. Some have called this community apathetic, others have characterized it as being corrupt and disorganized, while still others see it as an explosive ghetto.

Regardless of how one views the inner-city community, most will agree that it is in the process of rapid change. These changes are occurring so rapidly that many are unaware of them and the rest are confused and wonder at what will be the eventual outcome. The inner-city community has suddenly become aware of the many inequities and their consequences that have been

imposed upon them for years. The cries for "self-determination" and "black proprietorship" are very common today.

There are many organizations and individuals seeking the control and leadership of our inner-city communities. Sociologists generally agree that a lack of a unified central leadership and the necessary skills to make its power felt have been the two greatest shortcomings of inner-city communities.

The riots established the fact that inner-city communities will be heard. The question becomes whether it's voice will be that of burning and violence or one of peaceful determined negotiation through political power.

Guidance paraprofessionals are the link between the community and the schools. The guidance counselor works in the school, with the principal, teachers, and students. The paraprofessional works with the parents, the community leaders, and community groups. The job is to interpret this school to the community, and in turn, interpret the community reactions to the school.

B. The Programmer Role

The paraprofessional will be in a good position to learn the needs of parents and community groups. For example, do the parents always know the community resources available to them and their children? Do parents know all the financial aid which is available for their children's post high school opportunities? Do parents know of all the different training progrmas in labor and industry? The paraprofessional will be able to find out what the parents and community know, and <u>what they need to know</u>. This can be the basis for developing programs which will

meet those needs.

The community aides in the Developmental Career Guidance Project in Detroit, Michigan wrote the following plan for programming with parents.

1. If we are to successfully involve parents in our program, we must begin by making personal contacts concerning issues that are immediately important to the parents. It is preferrable to hold meetings in a home or some place other than the school in order that the parents might feel more comfortable. What happens in the first few meetings will usually determine the success or failure of the organization. We must be very careful in the beginning not to lecture to the parents or invite speakers who are not oriented to the present needs and interests of the parents. It is recommended that the first two meetings be as relaxed and informal as possible. The groups could be organized by class level (i.e., first grade parent group, or by street or area). It is probable that, in the beginning phase, some type of enjoyable activity will be planned to help consolidate the organization. A chartered bus trip to Greenfield Village or a major newspaper or T.V. program with a joint luncheon at some restaurant might prove to be a motivating device to retain present members and attract new ones. We urge you to schedule these trips.

   Possibilities:

   A. Invite a group into the home for coffee and cold sandwiches with the goal of really finding out their problems and interests.

   B. Social club activities: Suggest that those mothers who have free time during the day get together on a regular basis for recreation activities.

   C. Form a club that will, among other things, work to help the school provide better education for our children.

   D. Organize field trips cooperatively by area.

Coordination of effort is very important with our schools being so close together. For example, the Hillger, Barbour, and

Joyce schools are three blocks apart. It would probably lead to wasted effort and duplication for the community aides in these schools to try and organize independently of one another. Efforts might best be spent with these three community aides meeting and organizing programs for the three schools.

Possibilities:

A. Field trips could be conducted by Hillger-Barbour-Joyce cooperatively.

B. The three community aides could cooperatively divide the total school area so there would be a minimum of duplication.

C. All three community aides could attend each cell meeting to assist the hostess and learn from one another.

2. Once the initial organization is unified and plans have been made for periodic recreational activities, it is time to advance to the next level. This is essentially the constructive involvement of parents in the educational process of their children. This level might be approached with the question, "I wonder if there is anything else we can do to help our students in school?" This question will probably bring many responses, but probably no systematic program for implementation. At this point you should have such a program that you would submit for the consideration of the parents. It is important here that you be very flexible and willing to alter your program to the desire of the parents.

Possibilities:

A. Invite school personnel to meet with you in the home to discuss various areas of the school program.

B. Form parent-study committees to find possible alternative programs that might be incorporated into the school curriculum.

C. Visit local colleges and universities to find out what your child needs for admission and financial assistance.

D. Plan activities whereby you may raise money to hire special instructors on an after-school basis to give groups of students special instruction.

E. Plan a large meeting with all parents to discuss things of importance.

F. Plan for systematic learning of possible occupational choices for those students who are not going to college.

G. Plan events that would involve the whole family, e.g., picnics, father and son baseball games, mother and daughter events, pot luck dinners, etc. (especially in the spring)

C. The Guidance Role

The paraprofessional will often be asked to accompany the counselor on field trips to industry, business, and labor; to attend evening meetings with parents, and consult with community resources. At these meetings a student or parent will talk about himself. Such questions as these continually arise:

"Do I have the ability to be an architect?"
"Isn't the competition too keen?"
"Can I make it?"
"Should I even try?"

Or, a parent might say:

"I had trouble, so why won't Johnny?"
"We have no money and need John to go to work."
"Why won't Jane study? She's always out."

The paraprofessional will learn to listen, reflect, and often suggest that the student or parent talk more deeply with the consultant. He or she will often hear of situations where families need assistance from community agencies. The paraprofessional can (1) identify these cases for the counselor and (2) locate the agencies to use in helping the family.

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CHAPTER IV

DEVELOPMENTAL CAREER GUIDANCE ACTIVITIES

An overall indication of the scope of the DCG Project may be gained by the following "highlights" of a school year. These indicate activities in all ten schools.

Counseling and Guidance

6987 Individual Counseling sessions with 2,862 individual clients.

313 high school students selected as "targets" for family visitations and individual attention because of their academic potential.

319 Field Trips for 15,000 students taken to cooperating employers.

Group Guidance Sessions on Future Opportunities established in all ten schools using text developed by project staff.

398 speakers from various career fields brought into schools.

College student counselor-aide programs established in five schools.

Family counseling groups established for 176 families.

Understanding Self program initiated in all ten schools.

Curriculum and Practices - Materials

School Employment Services established in all elementary schools.

Ten training meetings held with 65 administrators, teachers and community leaders in project area. Authorities from throughout the community and nation met with groups.

Handbooks for Teacher Involvement in Career Guidance completed in both elementary and secondary levels.

Charm and Grooming Classes established for girls in six schools.

Negro History Week Programs held in all ten schools with prominent speakers from various career fields.

Assemblies sponsored in 20 other schools for 35,000 students on Job Opportunities.

Community Contacts

Contacts made with 40 employers on a regular basis and 50 on an occasional basis.

Six Girl Scout Troups established for 180 girls.

First inner-city Little League organized in Detroit.

Three Campfire Girl Programs established.

Junior League tutoring program established in four schools.

Members of seven Block Club Advisory Boards.

Cooperated in establishing the TARGET Occupational Program.

Co-sponsored and organized award-winning 40 program radio series on Job Opportunities.

Parent Involvement

31 Special Parent Programs held for 4,200 parents.

65 Parent tours held for 1,850 parents.

Business-sponsored luncheons held for 375 mothers.

Dad's Nite held for 135 fathers.

Regular Parent Classes on "Helping your Child" in eight schools.

Home meeting programs under way with 475 meetings held in community by community aides.

In general, the activities which have been carried on in the DCG Project may be organized into the following eight categories:

I. Counseling:

A. Individual vocational career counseling: students have been encouraged to seek understanding of themselves through individual conferences. They have been helped to examine themselves and to broaden individual perceptions.

B. Group counseling: selected groups of children have been organized and worked with in scheduled conferences. Counseling has focused on common problems, perceptions of self and others, reality testing related to school progress, development of social skills, examination of vocational aspirations and interests, and examination of attitudes and values. Means of setting up groups and encouraging individual counseling have included:

1. Sociograms completed in classrooms by teachers indicating students in need of group help.
2. Referrals (self, teacher, parent)
3. Leadership Classes
4. Interests
5. Developmental Needs

II. Dissemination of Information.

A. Individual classes: consultants have worked with each individual class and classroom teachers in the school to effect a process whereby children's individual understanding of educational and occupational opportunities is broadened.

B. School activities: consultants have attempted to stimulate exploration of the educational-occupational world as well as the self world through all such activities as assemblies, etc. The end of these activities was not to have individuals make premature vocational choices, but to emphasize the importance of future and career on self-development. The following materials have been utilized:

1. Film strips and films (both commercial and "home-made")
2. Visual Materials (commercial and "home-made")
3. Assemblies, both class and school
4. Curriculum Guides
5. Career Word Games
6. Library Career Games
7. Teachers' Manuals

III. Broadening of Perceptions.

A. Field trips: in each school, field trips have been made to cooperating industries wherein students were helped to gain more knowledge of occupations and requirements. Further, they were helped to talk with, interact with, and observe workers, thus giving them the opportunity to meet and identify with a more varied range of workers than those with whom they ordinarily come in contact.

B. Speakers: speakers from various professional, technical, white-collar, and skilled areas have been brought to the school to allow students to

have close contact with them, and in general, to find out first-hand about the world of work. Speakers have also served as role models.

1. Elementary School Employment Service
2. Newsletters for students, parents, teachers
3. Group Conferences
4. Career weeks and conferences both small and large groups

IV. Work with Parents.

A. Informational: consultants have organized and worked with parent groups to help inform them of educational and vocational training opportunities and ways and means to take advantage of these.

B. Advising: consultants have aided parent groups in finding the best ways and means to help their children develop in a healthy fashion.

C. Parent Classes and Discussion Groups in and out of school

D. Parent Trips to agencies, employers, colleges, vocational schools.

E. Events such as luncheons, evening programs, Block Club meetings.

F. Newsletters.

V. Work with Community.

Consultants and community aides have fashioned close liason with community agencies and neighborhood organizations to help coordinate school and community efforts and services. A comprehensive, unified approach to helping school children was sought. Public relations in various areas and by various means have been stressed through:

A. Work through community groups (rather than PTA, etc.)

B. Newsletters

C. Demographic survey of agencies, neighborhood employees organizations, agencies, etc., and home meeting of small groups of parents in neighborhood areas.

VI. Consultation services.

Guidance consultants have served as resource persons for students, school staff, parents, community, and industry. University consultants served the school staff, including guidance consultants, and parent groups. Authorities in specialty areas were invited to address the Project staff and the ICG Committee at monthly meetings.

A. Community agencies, organizations such as Block Clubs, etc.

B. Teachers meetings and conferences

C. Administrators meetings

D. Parents both individual and organizations

E. Other agencies such as community activities, social service, block clubs, etc.

VII. Articulation.

Many activities have occurred during the school year which had articulation, or "the smooth joining of parts, processes, and forces," as their primary purpose. Examples of these include:

A. Orientation for new students both transfers and from feeder schools.

B. Yearly orientation for new faculty and old.

C. Development of articulated activities from level to level.

D. Periodic meetings of project staff members with a lisison committee composed of representatives from business and industry in the Detroit area.

VIII. Work with Faculty.

A. Manuals for elementary and secondary teachers.

B. Public relations through meeting with departments, grade levels, etc.

C. Saturday meetings with advisory committees as a means.

D. Newsletters

E. Staff meetings.

F. Guidance Committee composed of administrators, counselors, department chairmen, community members, and teachers.

Following, a number of these activities are described in greater detail.

ASSEMBLIES

The DCG Project has sponsored many assemblies in the various schools. The purposes of these assemblies have been to provide role models with whom students may identify, to impart vocational information, to stimulate greater teacher involvement, to utilize community resources, and to elicit the aid of parents in the program.

These assemblies have had various emphases in the different schools. In one elementary school, for example, the purpose of one assembly was to obtain greater parent involvement; so the consultant scheduled a night program with speakers making presentations directed toward adults. This meeting was an overwhelming success. There were approximately 400 people in attendance.

The junior high schools have focused most of their attention on assemblies which help the students explore various broad occupational fields. The workers in these fields have ranged from professional to unskilled. An example of this type of assembly is one which dealt with medical careers presented to eighth and ninth graders. The role models brought in to speak to the students included a psychiatrist, a dentist, a hospital administrator, a female pharmacist, a nurse, a physical threapist, an x-ray technician, and an orderly. These role models outlined job duties, educational requirements, and annual income. Through assemblies such as this, students at all levels of ability might find some area of a broad occupational field in which they might be interested and for which they could qualify.

The senior high school assemblies have been geared to make knowledge of specific occupations and job requirements more profound. These assemblies included people who came to talk personally with specific students who were interested in the area of computer programming and apprenticeship for example. High school assemblies have been either career or educationally centered, and were geared to the particular interests of specific groups of students. Students at the high school level can profit from a greater specificity of occupational information.

Assemblies required follow-up in the classroom or in the school counselors' offices for maximum effectiveness. They provided a vehicle for reaching a large number of students simultaneously.

FIELD TRIPS

Field trips from school have been in existence for many years. In the past, however, they were used infrequently and only four or five such trips were scheduled in a single school in an entire year. This practice allowed only a small number of students opportunity for participation. The rationale was that students could not afford to lose time from academic classes for what was then considered as not much more than a holiday from school, as not too

meaningful nor too worthwhile as a learning experience. Possibly this was true in view of the fact that little, if any, preparation took place before a trip, nor follow-up afterwards.

Formerly, most of the trips were to places of academic interest, such as the art institute or the historical museum. Traditionally, schools seldom visited business or industrial sites.

The DCG Project has brought about many field trip changes. Things that formerly happened to students only rarely and by accident were made to happen often and by design. Field trips were so organized as to be meaningful, purposeful, and valuable learning experiences. Careful orientation of students occurred prior to the trips and the classroom follow-up evaluated and related the experience. Field trips were an integral part of the learning process rather than something extraneous.

In the past, only the cream of the students, the high achievers, the motivated, the highly interested, were commonly selected for field trips. This program focused on all students in a given school, with special concern for those who were traditionally excluded - the low achievers, the disinterested and unmotivated, the discouraged ones. Those students who needed stimulation and encouragement so that they too might become productive and contributing citizens were especially chosen.

Carefully organized trips gave opportunity for first-hand observation of occupational activities and served as a preparation for more detailed study of occupational requirements. Such visits not only gave information about various kirds of work, but also introduced the student to job-selection and preparation problems. Seeing, hearing, feeling, smelling work environments cannot be replicated in the classroom.

In advance of a visit, the selected group discussed the specific items to be observed. They were told about the business or industry they were to visit, the variety of jobs to be found there, and the part played by that industry in our social economy. Students usually made a list of questions,

which arose from their reading or group discussions, for which they hoped to find answers at the plant.

Students were brought to the point of anticipating the trip with eagerness, alerted minds, wide open eyes and ears. Student behavior at the place of visitation was discussed and rules were agreed upon.

Groups met following field trips to discuss what they had observed, to clarify facts not thoroughly understood, and to correct wrong impressions. In addition to information, the trips provided a stimulus to further study, reading, and investigation.

In the first year of its operation, the DCG Project sent approximately 7,000 students on field trips to commercial and industrial sites. The number grew to 15,000 and over 300 trips yearly by the third year. The figure includes students from all project schools, some of whom went on more than one trip. There were some students who did not go on a trip due to school absence or scheduling difficulties, but this number was small. At the senior high school, for example, some of the later visits were scheduled for only those students who had not previously been on a trip.

Wherever scheduling permitted, teachers accompanied their classes. Guidance consultants went on most trips, as did community and student aides. Parents, too, were involved, especially those of the particular visiting group, when this could be arranged.

Through the coordinated efforts of the project staff, a number of cooperative companies in the Detroit area agreed to provide tours and on-the-site exchanges of occupational information about their workers and enterprises. The following list of companies is representative of those to which all schools sent groups on a regular monthly basis:

American Motors Corporation
Atlantic and Pacific Tea Company
Bendix Corporation
Burroughs Corporation
Chrysler Corporation
Coca-Cola Company
Detroit Edison Company
Detroit Free Press
Ethyl Corporation
Excello Automotive Products Company
Federal Department Stores, Inc.
Ford Motor Company
General Motors Company
International Business Machines
J. L. Hudson Company
Metropolitan Airport
Michigan Bell Telephone Company
Michigan Chronicle
National Bank of Detroit
Standard Tube Company
WJBK-TV
Wolverine Tube Division, Calumet and Hecla, Incorporated

In addition, guidance consultants made arrangements with other businesses and industries on an individual, often a "one shot" basis, when special interests of students or classes of students warranted such a visit.

It was felt by the project staff and a majority of the various school faculties who actually participated in the field trip experiences that they were eminently valuable. Students often came to the guidance consultants for more occupational knowledge or to discuss future occupational choices as a direct result of a field experience. One of the project guidance consultants who worked in an elementary school comments on the trips in these words:

> At the outset of the program, children were observed to be extremely sensitive and embarrassed when shown pictures of Negroes working in unusual jobs (filmstrip, Graduate to Opportunity). Many children exhibited such behavior as nervous giggling, hiding of faces, exchanging anxious stares. This behavior was especially pronounced in the older fourth, fifth, and sixth grade children. Children were also observed to be quite apprehensive and nervous prior to entering such places as the School of Beauty. They seemed surprised and pleased on observing and interacting with minority group people like themselves attending school.
>
> I felt that such behavior was largely due to the following factors: negative self-images due to color and minority group status; lack of exposure to the dominant culture; lack of information concerning the wide range of opportunities opening up for minority groups in business and industry. I concluded that trips to business and industry, where children have had opportunities to observe and interact with minority group workers like themselves, have been major factors in bringing about the observed attitudinal and behavioral changes.
>
> An added bonus, and probably equally important to the children, has been the changes I have noticed in teacher attitudes as a result of field trips and other enlightening experiences. Many teachers are now beginning to understand, accept, and see the children in a different light as they observe increased motivation, interest, and attitudinal and behaviorial changes. Teachers are beginning to understand how the special problems and socio-economic conditions peculiar to disadvantaged minority group children have acted to inhibit them in the past. They are also beginning to under-

stand how their low expectations for these children has been a self-fulfilling prophecy in the past.

GROUP COUNSELING

Group counseling has been accomplished with groups of students at all grade levels. The number of students in each group has ranged from four to fifteen boys and girls. Students have met with the counselor for one or two periods per week. The students were selected on the basis of time available, interest, common problems, teacher referrals, and need. In one junior high school, the consultant met regularly with a special group made up of boys with behaviorial problems. The perceptions of school presented by these boys helped the consultant to make recommendations for curriculum changes and provided the consultant with insights which were passed on to the teachers.

The group counseling was generally unstructured and discussions followed the needs and interests of group members. The "Mooney Problem Checklist" was used to assist students in identifying problems for group consideration. Topics discussed covered the areas of general school adjustment, personal problems, classroom and study habits, social and family concerns, and occupational and employment information. In their evaluation of the group experience, the students felt that they learned to understand themselves better, to utilize the resources of other students in problem solving, and more about seeking information and the kinds of help needed for problem solving. Individual counseling was often an outgrowth of the group sessions.

INDIVIDUAL COUNSELING

No attempt was made by the guidance consultants to develop a caseload, nor to duplicate the counseling services already extant in the secondary schools of the project. Nevertheless, guidance consultants became involved in a considerable number of short-term individual counseling contacts related to personal problems and needs, to vocational planning, job placement, career choice, and in self-perception areas which had a connection with general vocational guidance.

This was particularly true at one Junior High School where the consultant helped to organize a work-study program which was designed to provide part-time employment opportunities for the youth of that school, one of the several inner-city junior highs to begin such a program with central office funds. The consultant was involved in job development and helped to place over one hundred students in jobs created for the purpose of providing these youth with job experience at a minimum wage. The consultant processed over 300 job interviews. At Kettering Senior High School, the consultant served in a similar capacity for the In-School Youth Training Program, a city-wide program for senior high school youth from economically disadvantaged families, until this became too time-consuming and was taken over by another member of the school staff. These services helped to establish the consultants in the two schools as being vocationally affiliated and led to many student referrals for vocational counseling.

In addition to the above, consultants often made appropriate referrals to agencies and psychological services resulting from individual student conferences.

GROUP CONFERENCES

In situations where a topic or area of interest to a large group of students, or all classes of a given teacher, was found, the group conference served an important function. Representatives from business or industry, who were experts in areas of interest, were invited to come to the school and to be interviewed and questioned by students in the manner of a press conference.

The Youth Opportunity Center's Apprenticeship Division coordinator has conducted group conferences with students. He was able to talk from an over-all standpoint about apprenticeships in industry and the building trades, and to tell of the needs of employers as well as the opportunities and training required of applicants.

THE ELEMENTARY SCHOOL EMPLOYMENT SERVICE

The ESES helps provide meaningful experiences for children in one elemen-

tary school, the Developmental Career Guidance Project in Detroit has utilized the concept of the Elementary School Employment Service as a vehicle whereby the above purposes as well as a number of related purposes may be achieved. As Venn has pointed out, "Our background as adults has been based upon concepts and experiences whereby we achieved our attitudes, our values, and the like trough previous experiences." Consequently, when the Developmental Career Guidance Project was being initiated, several of the elementary school participants were impressed by various members of industrial personnel departments who mentioned:

1. The importance of the job interview for applicants.
2. The necessity for applicants to complete work applications well.
3. The complaint that far too many students from inner-city areas are poorly prepared for employment interviews because of their lack of familiarity and experience with:
   a. Necessity for communicative skills.
   b. Need for correct and neat appearance.
   c. Familiarity with the need for self-possession.
   d. Knowledge of the job applied for.

Since the Developmental Career Guidance Project has, as on of its purposes, a desire to help broaden the perceptions of all pupils in the project schools, the concept of the Elementary School Employment Service has been initiated as a vehicle for furthering these ends. In this elementary school, it was decided that 5th and 6th graders could be encouraged to apply for and obtain the various "jobs" which were already available in the building. After the program was in operation, it was decided that 4th graders should also be encouraged to apply for these "jobs." The jobs were those that are available in almost every elementary school throughout the nation: senior safety corps squad and junior safety squad boys, audio-visual aides, library helpers, service squad helpers, auditorium assistants, office helpers, etc., etc., etc. These

are only illustrative of the type of work activities in which students are presently engaged.

In order to initiate the activities, an "expert" from the Michigan Employment Security Commission was invited to come to the school to help train 5th and 6th grade students as "interviewers." These students volunteered for the position as interviewer and were not required to have any specific grade point average. The Michigan Employment Security Commission Consultant conducted an in-service training session for these interviewers in which he pointed out correct behavior for interviewers, and pointed out such desiderata as:

1. The need for a completely filled out application blank.
2. The need for a legible, honest, and neat application blank.
3. The perception of the filling out of an application blank as an indication of interest and motivation.

This in-service training session which took several hours was one that was discussed widely and was, in truth, designed by students. The questions on the job application blank were as follows:

1. Name, Grade, Social Security Number.
2. Address, City, State.
3. Date and Place of Birth.
4. Person to Notify in Case of Emergency. Phone.
5. What Job Are You Now Applying For?
6. What Are Your Qualifications for this Job?
7. On The Following Lines, List All Jobs You Have Held in the Past, Either at Home or at School.
8. If You Are Presently Working, Tell About the Job You Now Have.
9. List the Names of Three People Who Might Be Contacted As References:
10. List the Grades on Last Report Card Issued:
    Number of: A's, B's, C's, D's, E's. Citizenship.
11. Write a Short Paragraph Telling Why You Want The Job.
12. All the Information Stated on this Job Application Form is True:
    Signature of Student.
    Signature of Parent or Guardian.

Then there is a space for the counselor to write:

1. Date hired.
2. Date relieved of responsibility.
3. Reason relieved of responsibility.
4. Other action taken.

Following the drawing up of the application form, the Elementary School Employment Service was initiated. Posters went up throughout the school to announce the initiation of the service, and the Career Guidance Consultant discussed the project in all classrooms. Available jobs were posted in classrooms with their qualifications. Students who were interested in the particular job indicated their interest and where then interviewed by the Employment Service interviewers. For the remainder of the year, the Elementary School Employment Service in every school handled a minimum of 25 applications a month.

A number of interesting developments occured following the initiation of the Employment Service. Most of these have involved "new" applicants. These have involved students who have been, in some cases, hesitant, in other cases almost belligerant, in other cases completely lost, and in other cases, searching. For example, students have wondered whether they could qualify for a job, what jobs they might be qualified for, and in which jobs the interviewer thought they might be happy. Further evidences of real life type job experiences have also occurred. A number of "workers" have had to be replaced. In some cases, this was because of a desire to transfer to another job, and in other cases because they found better jobs. It has also been found necessary in some cases to dismiss students from jobs they held.

As the Employment Service form has evolved, so too have other related forms. It was found necessary to have a pink probationary form which warned workers who were consistently late or absent or were found to be wasting time on the job, bullying other students, and the like. Finally, the administration of the school has found it necessary to ask for a dismissal slip. On this

slip, the student was told the reason for dismissal and given names of witnesses. This dismissal is discussed with him and he is told that a copy will be kept on file in the administrative office. Further, a copy of this dismissal notice is kept available if his "home boss" desires to discuss this in school.

After initiation of the Elementary School Employment Service, it soon became the major means of obtaining a school job in the building. Often, teachers have referred prospective workers whom they wished to become acquainted with the method of the Employment Service prior to hiring them. On the other hand, the major source of job applicants has been found to be through the student word-of-mouth. As could be anticipated, this behavior, as in so many cases cited heretofore, is rather similar to that of adults three, four and five times the age of elementary school students. Truly, it seems,"the child is the father to the man."

Since the Elementary School Employment Service has been initiatied, a number of situations have arisen which could not have been originally anticipated. One example has involved "new" fourth graders. In one building, some fourth graders are on a "platoon system" while others are in a self-contained classroom. Self-contained classroom students were not allowed to apply for safety-patrol jobs because of their daily schedule. This inequity seemed like a gross one to the self-contained classroom students since they were initially placed in various system classrooms or a rather arbitrary basis. Therefore, the Career Guidance Consultant continued to stress the principle that the student should be allowed to apply for a job of his own choice, and that students from all classes should be allowed to apply for these and other jobs. After discussion with all teachers involved, they seemed to agree with this principle and students were allowed to apply for these jobs.

At the conclusion of the year, an evaluation was carried out by both faculty and students concerning the feasibility and worth of the Elementary School Employment Service. The overall evaluation indicated that over 90% of the

faculty were in favor of the service and well over that percent of students felt that it was worthwhile. It could be stressed that students are having the experience of competing for jobs, of having real life experience in the procedure of "getting a job", and with the process that needs to be followed.

It has been found difficult to adequately reward "workers" for their experiences and contributions on the job. A report card grade has been experiemented with as has been the alternative of giving out badges. Possibly, each of these alternatives could be the preferred one in a particular situation. Nonetheless, the Elementary School Employment Service has been found to be a means whereby teachers can become involved and students can participate in an invaluable, all-school project.

NCGA WEEK IN THE ELEMENTARY SCHOOL

In observance of National Career Guidance Week a school wide program of utilizing vocational role models can serve as a tremendous stimulus whereby elementary school students can learn about nine different types of job families which correspond to the developmental curriculum areas of study. This innovative program can be seen as a means of involving students, teachers, parents, and community in helping to revitalize the career information provided for students in the elementary school. The provision of vocational role models drawn from the community can make it possible for students to broaden their perception in a meaningful, realistic, and personalized fashion. Contacts made during this week will be followed up during the school year

Curricular Utilization of Vocational Role-Models According to Grade Levels

GRADE LEVEL	CURRICULUM AREA OF STUDY	VOCATIONAL ROLE-MODELS
Kindergarten	School Role-Models	Principal Assistant Principal Teacher Teacher-Aide* School Secretary Regional Superintendent University Professor
First Grade	Community Role-Models Who Help Feed Us	Grocer Milkman Waitress Baker*
Second Grade	Community Role-Models Who Protect Our Health	Dentist Doctor Eye Doctor Nurse* Nurse's Aide*
	Community Role-Models Who Protect Our Health-Personal Hygiene	Barber* Beauty Operator* Wig Stylist*
Third Grade	Community Role-Models Who Protect Us	Lawyer Fireman Policeman
	Community Role-Models Who Provide Shelter	Plumber School Custodian Building Cleaner*

Grade Level	Curriculum Area of Study	Vocational Role-Models
Fourth Grade	Community Role-Models Who Provide Transportation	Gas Station Manager Skilled Mechanic* Cab Driver* Bus Driver Airline Stewardess Truck Driver*
Fifth Grade	Community Role-Models Who Provide Communication	School Postman Printer Photo-Journalist Newspaper Reporter Newspaper Photographer
Sixth Grade	Community Role-Models Who Provide Services	Insurance Salesman* Banker Department Store Manager Office Secretary*

*Denotes parent of a child or children attending Stephens Elementary School

thus, providing an important sense of continuity to this careerland program. This will make it possible for elementary school guidance then to become not a singular event but an expanded and enriched foundation for future vocational choice.

ARTICULATION ACTIVITIES

The DCG Project has worked closely with business and industry. Indeed, it could hardly have done otherwise, for such a program depends heavily upon local vocational resources, on the support of the commercial and industrial community. Without this support, the endless parade of speakers who came to the schools, the large variety and number of field trips, the audio-visual materials - films, filmstrips, recordings, displays, books, kits, and pamphlets, - would have been impossible to provide.

Each project school has been sponsored by a local company or corporation. During the school year, the entire faculty of each school was invited to a special program dinner at the home site of the sponsoring concern. These dinner programs were well attended by faculty members; the attendance ranged from 65 to 95 percent. At each of the dinners, a large number of company employees were present and this allowed for close interaction. Administration and teaching staff in all the project schools were thus enabled to feel a greater bond with the project and with the business community.

Guidance consultants consistently attended cabinet, counselor or departmental meetings within their respective schools and interpreted project plans and goals to their fellow staff members. At these meetings, the faculties of the various schools helped to find ways and means to implement developmental career guidance within their school. Often, the consultant turned out to be a valuable resource person who was able to provide services which were helpful in improving the regular educational program going on in the school.

The guidance consultants met weekly during the school year with the University staff members of the project and the University consultants. These meetings rotated among the project schools and enabled all consultants to become acquainted with all schools in the project.

In all schools, a newsletter has been produced for distribution on a regular basis to all faculty members in that school. All consultants had office space, a private phone, and space for the two community aides with whom they worked. In each Developmental Career Guidance "Headquarters" the consultant established a library of materials for teacher and student use.

By the end of its first year of operation, the DCG had estab-

lished itself as a presence and force in the lives of all the students within the schools it served. This effect has grown in subsequent years. Students, faculty, and parents have come to rely on the services it provided. The ambiance of work, career choice, vocational opportunity, and the relationship of child development to future employment and social utility was felt by all parties. The initial impact seems to have been accomplished, and this has been due in no small measure to a "smooth joining" of a myriad of separate entities.

UNIVERSITY STAFF ACTIVITIES

Developmental Career Guidance is, over-all, an attempt to be several programs simultaneously: (1) a project that will demonstrate how career development theory can be implemented to further the progress of inner-city youth; (2) a training program to help school personnel broaden their perceptions and objectives; and (3) a research project to help evaluate changes that may have occurred as a result of the Project.

The University staff attempted to fulfill several purposes through their activities. First and foremost, the staff attempted to provide continual support, coordination, and direction for the professional guidance consultants. This was achieved through the medium of weekly staff meetings which rotated from school to school throughout the school year. This, further, provided consultants with the opportunity to exchange ideas as well as coordinate the programs from school to school. Thus, the developmental nature of the program was allowed to evolve as needs were discovered. Moreover, consultants were also provided with visible support in their own schools.

A second major area of activity covered the provision of consultative services for the Career Guidance Programs. These included the areas of elementary guidance, psychology, sociology, and the use of sub-professional aides during the year. Further, through the medium of the Saturday Meetings further consultation was provided through the consultants' meetings with the visiting authorities.

In the first three years of the project's operation, the following authorities have spoken at meetings:

Dr. Henry Borow
Dr. Douglas Dillenbeck
Dr. George Hill
Dr. Robert Hoppock
Dr. Kenneth Hoyt
Dr. Martin Hamburger
Dr. Norman Kagan
Dr. William Kvaraceus
Dr. Charles Morris
Dr. Merle Ohlsen
Dr. Herman Peters
Dr. Donald Super
Dr. W. W. Tennyson

The University staff also attempted to continually facilitate the guidance consultants' efforts through provision of materials and through attempting to cut "red tape" so that ideas could be implemented as rapidly as possible. This involved the continual coordination of efforts with the Detroit Public Schools. We were extremely fortunate in being able to work with dedicated, committed educators in several of the departments in the Detroit schools.

The University staff also coordinated training activities through the coordination of the Saturday meetings; through the organization of special interest discussions; through the provision of materials and the suggestions of others.

Finally, the University staff devised, coordinated, and carried out the research activities which are more adequately detailed in Chapter VI.

DEVELOPMENTAL CAREER GUIDANCE ADVISORY COMMITTEE

The original design of the Developmental Career Guidance Project called for the selection of fifty representatives from the teaching staff, the guidance staff, and the administrative staff of schools from a single inner-city region of Detroit. This group, seven to nine members each from a senior high school, two junior high schools that feed into the senior high school, and three elementary feeder schools, were to attend a three-week workshop at Wayne State University in August, 1965. They would be helped to gain up-to-date information concerning occupational requirements and admission standards, and to design plans and procedures as to how best to utilize this information in their day-to-day activities. Following the workshop, the teams from each school would meet

monthly with guidance consultants and project staff, would function as an advisory committee, and would help facilitate the work of the guidance consultant.

The fifty representatives were duly selected by the principals of the six member schools and participated in the workshop.[1] In addition to up-to-date vocational information, the committee gained an appreciation for the scope of the Developmental Career Guidance Porject, its goals, its proposed activities. They saw that the role of the guidance consultant, who would represent and endeavor to activate the program in their school, would be a difficult one; indeed, it was in this area that the advisory committee proved to be so helpful.

Each guidance consultant assigned to a school was new to the staff of that school. The staff members who had participated in the workshop were invaluable to the consultant in helping to create a receptive environment for the project, in helping to interpret project goals to other staff members, in providing direction for career guidance ideas and activities and in providing support and backing when these were needed.

EXAMPLES OF YEARLY PROGRAMS IN ACTION

ROSE ELEMENTARY SCHOOL

BACKGROUND INFORMATION:

Rose Elementary School is located at 5505 Van Dyke Avenue on Detroit's near east side. The present building was constructed in 1898 for enrollment of approximately 400 students. The present enrollment is 657 students.

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[1] A mimeographed report of the workshop program, Developmental Career Guidance in Action; Phase I: Preparation for a Demonstration Project, is available from the project director upon request.

The facilities of the school are sorely inadequate. The auditorium has a seating capacity of 83 seats which limits its use for student or community assemblies. Most large assemblies have been held in the hallway on the first floor. However, the fire department has issued a violation on this usage deeming it a fire hazard and unsafe. This will severly curtail large group activity in the coming year. There are no library facilities in the school. Several mobile carts have small selections of books for use by students but there is no circulation of these books nor a regularly scheduled class period for exposure to books and literature.

The gymnasium in the school is located in the basement and was formerly two classrooms which were converted into a large playroom. The ceiling in this area is too low to permit the children to play basketball. Several of the classrooms are so small and crowded that the teacher's desk has to be placed in the hallway.

Presently we have a staff of twenty-four teachers. Of this number eleven are teachers with continuing contracts, five are probationary teachers and eight are emergency substitutes in regular positions. There are five male teachers and 19 female teachers. Of this number three of the males are white and two are Negro, nine of the females are white and ten are Negro. The staff of the school is not very stable. There are many reasons for this instability. The location of the school is not one which draws experienced teachers to the school, as a great majority

of Detroit's experienced teachers live in the north east and northwest sections of the city. Several teachers have requested transfers due to, what they term, poor discipline and weak administration.

The community in which Rose School is located is a low-income, working class area. The majority of the males are employed in one of the city's factories. There are a considerable number of ADC and welfare cases in the area. Most of the families are either large, six to ten children or one-parent families.

Over the past year the staff has seen the organization of a citizens advisory committee which has concerned itself primarily with the over-crowded and antiquated facilities of the school. They have worked vigorously for some solution to these problems for the fall semester. Much of the concern and organization was brought about by the presence of a school community agent for most of the school year.

In spite of the grossly inadequate facilities of the school an amazing amount of teaching and learning goes on in the class-rooms of Rose School. Several teachers are outstanding for their concern and ingenuity. Many classes have participated in projects and programs and worked on units that are comparable, if not better, than some seen in settings far more conducive to learning.

DESCRIPTION OF THE DEVELOPMENTAL CAREER GUIDANCE PROGRAM:

I. COUNSELING:

A. Individual Counseling:

Most of the individual counseling was initiated due to referrals by the teachers of the students in need of this service. During the school year approximately twenty students at any one time were seen on a regular basis. A form was completed by the student's teacher. Each teacher who had contact with the child was asked to make an assessment on the child's behavior in their classroom. Profiles of these students were compiled. An introductory form was completed by the second meeting which included basic information about the child and his family.

B. Group Counseling:

Four groups were created from information gathered from sociograms of each class. One group was created for underachievers and students with poor study habits. This group has nine members from 5B through 6A. Another group was created for students who showed indications of potential leadership. These were mainly the leaders of the various service organizations of the school and younger students who showed similar potential.

There were twelve members in this group. Another group consisted of those who made up the Student Council - one elected by classmates and one selected by the teacher from each class on the platoon plan. There were twenty members in this group. The fourth group of students were basically misfits in the classroom. Most were isolated on

their class's sociogram. Several of these same students were also behavioral problems.

Each group met for one period a week. On occasion, however, we were unable to meet due to other activities or field trips. Whenever it was necessary to cancel our meeting the students were usually quite concerned.

Generally the SRA booklets which related to the group's particular interest were used to stimulate discussion. We generally read one chapter together and then discussed what was read. The Student Council concerned itself with interpreting to their particular class what went on at our meetings. Each month there was a contest to see which class could bring out the most parents to Mothers Club meeting. The DCG trophy was presented to the class that won.

II. DISSEMINATION OF INFORMATION:

A. Films and Filmstrips:

These were obtained mainly through the Detroit Public Library, Detroit Public Schools Audio Visual Dept. and B'nai B'rith. They were used extensively for our parent discussion group which met each Monday morning. Several times films which were especially suitable were also used in the classrooms. Approximately twenty-five films were used during the year dealing with some phase of child development, motivation or community organization.

B. Visual Materials:

Commercial charts and posters from Careers were used throughout the building. Large laminated charts on various

subject matter were made by the consultant and aide. Many pertinent articles were also duplicated or laminated for use by the teachers. Slides were made of speakers and field trips to be shown in the classroom. Folders were compiled of materials which supplemented classroom units. Examples of these are: folders on Afro-American histroy, linguistic materials, careers related to specific units. A large display was put up in the front hall during Negro History Week called the Negro Hall of Fame. A large display rack of parent teacher and student materials was organized for the DCG office. Parents in our discussion group found this particularly useful.

C. Assemblies:

Eight large assemblies were held in the hall during the school year. Two were for the Primary Unit with the fireman. April brought the Annual Career Guidance Program which was held at Burroughs Junior High School this year. There were four main speakers and two segments which involved student participation. There was an assembly for the 6th grade girls with a model who discussed "What is a Lady?" and a film, "The Story of Menstruation," was shown. The 6th grade boys had an assembly with Mr. Louis Morgan who discussed "Becoming a Man" with them. Career Week in June brought Dr. George Leonard from Wayne State University to briefly discuss with the children the purpose of the DCG Project and his occupation. Mrs. Ami Jackson from Channel 7's "Morning Show" presented an excellent program in which she emphasized and re-emphasized the importance of staying in school and also displayed her tremendous talent to the children. In early March, a Talent Show was presented for the entire student body. Many of the children had no "real" talent but this presented an excellent opportunity to encourage self-confidence and to give a bit of constructive attention to some who were renown for their negative behavior.

III. BROADENING OF PERCEPTIONS:

A. Trips:

Thirty-eight trips were arranged and taken during the the school year.

B. Speakers:

Twenty-six speakers were brought to the school during the school year:

1. Attorney
2. Dentist (2)
3. Model
4. Ticket Agent
5. Terminal Manager
6. Business Manager
7. Insurance Agent
8. Public Relations Supervisor
9. Control Tower Operator
10. Banker
11. Home Economist
12. College Professor
13. Fireman
14. Telephone Operator
15. Minister
16. Model
17. Nurse
18. Regional Superintendent
19. Assistant Principal
20. School Custodian
21. Navy Recruiting Officer
22. Police Officer
23. Social Worker
24. School Community Agent
25. Milkman (2) - Owners of a dairy.

C. Newsletters:

A monthly calendar was given to each teacher of the activities planned by the consultant. One newsletter was sent to parents which summerized the activities for the year.

D. Group Conferences:

These were held primarily in preparation for field trips

or speakers and to evaluate some activities. On a few occasions parents whose children shared similar problems met for group conferences. This was usually arranged by the administration.

E. Career Week:

This activity was held from June 10th through June 14th. Eighteen resource people visited the school to talk to various classes. Most remarked on the intelligent and sophisticated questions most classes asked of them.

IV. WORK WITH PARENTS:

A. Discussion Groups:

Meetings were held regularly on Monday mornings. The size of the group averaged about ten mothers. During the school year the group viewed approximately twenty-five films. We also saw films to help motivate parents so that they in turn could motivate their children. Several films on community organization and community improvement were shown. Four speakers met with the group during the year.

An Arts and Crafts Class was organized by the consultant and the aide for the mothers in the community. The group met on Tuesdays and Thursdays after school hours.

B. Trips:

The group made plans for three field trips: one to Wayne State University, one city-wide tour and most participated in the luncheon for mothers of DCG students hosted by Ford Motor Company.

C. Events:

Several workshops were planned by the Citizens Advisory Committee which the DCG consultant and community aide helped make successful with both speakers and films.

The Annual Career Guidance Program held at Burroughs this year solicited the support and assistance of the discussion group and the Mothers Club.

The Project consultant and community aide also helped to organize the Mothers Club Hat Sale in April. The consultant participated on a regular basis in all activities of the Mothers Club.

D. Newsletter:

Newsletters summarizing the activities during the year were distributed.

V. WORK WITH COMMUNITY:

A. Public Relations:

The consultant and community aide involved themselves in various ways. Attendance at several Booker T. Washington Businessmen's Association luncheon, for example, helped to acquaint Negro businessmen with the Project and its purposes. Seeking legal advice and information for a family of nine who had lost both parents in the last year is another example. The radio announcements and interview concerning our Career program at Burroughs was also public relations.

B. Community Groups:

The Rose School Advisory Committee, Interfaith, VISTA, St. Anthony Community Council and the school community agent all received the cooperation and support of the consultant and aide. Most meetings of these

groups were attended by either the consultant, aide or a DCG advisory committee member. Attendance at the Black Teachers and Ministers Symposium, the Black Students Association Symposium at Wayne, the Human Relations luncheon and workshop helped to keep the consultant aware of the prevailing feelings and relevant issues.

VI. CONSULTATION SERVICES:

A. Community:

The community was served by the consultant in this capacity on the following occasions: 10 On May 14, at Jamieson PTA; 2) St. John's Lutheran meeting of MacKenzie and Northwestern parent groups.

B. Teachers:

The consultant served in this capacity on the following occasions: 1) Leader for teacher workshop on Veteran's Day; 2) Coordinating the Annual Career Guidance Program at Burroughs; 3) Preparing guidance folders for each staff member.

C. Parents:

1) As a group leader for Parent-teacher workshops.

2) Planning the Mother's Club program for the year.

3) Planning the Hat Sale for Mother's Club.

4) Planning Career Program at Burroughs.

D. Other Agencies:

1) Participant for the Windsor counselors group.

2) Participant for Ann Arbor State Department meeting.

VII. ARTICULATION:

A. Orientation for Students:

Each class was visited at the beginning of the school year to introduce the consultant to the students and also to review what their concept of the Project's purposes was and to review the actual purpose. Before each field trip either the consultant or the cooperating teacher

discussed the purpose of the trip, what to expect and look for and how it related to or enriched what they were studying. After each trip the consultant or teacher discussed the various jobs they saw, the level of education required and other interesting observations.

B. Orientation for New Faculty and Old:

A general discussion or workshop on the aims of the Project was planned and held on November 11th, Veteran's Day for the entire staff. At this time a folder of various guidance materials, outlines, etc., were discussed. Near the end of the school year, projected plans for 1968-69 were presented to and discussed by the entire staff.

New teachers and interested teachers were asked and encouraged to attend Project Advisory Workshops one Staurday a month when regular committee members could not attend.

Considerably more orientation is planned for the 1968-69 school year.

VIII. WORK WITH FACULTY:

A. Manuals:

These were distributed to all grade levels so that they could be shared by two teachers. The staff was also asked to submit any constructive comments or criticisms.

B. Public Relations:

The consultant visited the classrooms frequently and was aware of units going on in various classrooms. All programs and projects conducted received full support from the consultant. All luncheons and social functions were also attended.

C. Saturday Meetings:

Many new teachers, interested teachers or old teachers who had not participated in the past were asked to attend various Saturday meetings. In most cases, most of the advisory committee were in attendance.

Invitations to attend were both personal and written ones from the consultant.

D. Newsletters:

A monthly calendar of events was compiled to keep the entire staff abreast of activities involving the project. Approximately ten communiques were circulated to disseminate additional information.

E. Staff Meetings:

Generally the consultant was given a place on the agenda for each staff meeting to relay any information. Advisory Committee meetings were not frequent enough and will be greatly increased for the new school year.

F. Study:

Project FAST provided an opportunity for the consultant to participate in a cooperative study with the 6th grade homeroom teacher on linguistic development. Various techniques for improving the oral and written language of the students were explored.

SUMMATION:

In reviewing the progress of the Project at Rose School for the school year 1967-68 it seemed to be the general consensus of the administration, staff and consultant that it was a good start or beginning but that there was still a great deal to be done.

More emphasis on involvement of the entire staff and the community need special attention. Also more orientation for new staff members. And finally, more individual counseling for the students would improve the program.

FIELD TRIPS

National Bank of Detroit (2 trips)

Enrico Fermi Atomic Power Plant (2 trips)

Twin Pines (2 trips)

MECCA - George Kirby

Michigan Bell Telephone Company

Kettering Health Careers Mobile Exhibit

Wayne State University (Parents) (2 trips)

Superior Beauty and Barber Supply

Michigan Barber College

Metropolitan and Willow Run Airports

MECCA - Godfrey Cambridge

Cobo Hall Christmas Fantasy

J. L. Hudson's Christmas Display

Ford Motor Company (2 trips)

WJBK

Charmed Circle Modeling School

Burroughs Junior High (6A students)

American Motors

Velvet Peanut Butter Company

Wonder Bread Bakery

WCHB Radio Station

Main Library (2 trips)

Detroit Piston Basketball Game

City Airport (2 trips)

Children's Museum

Home Federal Savings and Loan

MECCA-A - Opera "La Boheme"

Wolverine Tube Company

UAW Solidarity House

University of Michigan via Train

Denby Spring Festival

St. Clair Shores

HILLCREST ELEMENTARY SCHOOL

I. Counseling:

A. Individual counseling:

Individual counseling was initiated primarily through teacher referrals and student self-referrals. Teachers who referred students completed forms and furnished background information to help establish the best possible basis for counseling and understanding the student. Approximately thirty-eight students were seen on a regular basis during the school term.

B. Group counseling:

Students were referred for group counseling on the basis of the following descriptions: poor self-control, failures last semester, underachievers, shy and/or withdrawn, strong leadership ability. Teachers submitted the names of students who fitted into these categories as candidates for group counseling. Each student and his parent was informed of the recommendations and asked if they were willing to participate in a group. The students were grouped according to their particular problems and grade level. Each group had approximately eight members. The shy and/or withdrawn students were several times grouped with the students who had strong leadership ability. This was done in order that the shy and/or withdrawn students would be helped and inspired by the students with strong leadership ability. Group discussions focused mainly on problems such as academic progress,

pupil relationships, pupil teacher relationship, citizenship, etc. In terms of effects and results, some teachers expressed some significant and noticeable behavioral changes.

II. Dissemination of Information:

A. Films and Filmstrips:

At the beginning of the school term, the teachers were provided with a list of filmstrips and other materials so that they might include them in their regular classroom plans. Some of the filmstrips were also used in parent discussion groups which meet on Wednesdays in the afternoon at the Community Block Club Center. Approximately twenty-four filmstrips and film were used during the school term dealing with the general objective of broadening the perceptions of pupils. The films and filmstrips used in parent discussion groups, for the most part, dealt with developmental techniques for parents in helping to understand and broaden the perceptions of their children.

B. Visual Materials:

Many commercial posters and charts were disseminated to members of the staff. Many teachers used them and incorporated them into the regular classroom activities. Pictures of people at work were assembled, categorized and used for bulletin board displays and used for field trip orientations and follow-ups. On a special Career Guidance bulletin board, which was displayed in the hall, different classes assembled and posted career materials (pictures, booklets, notebooks, reports, etc.) which they had used in the classroom. Important and related articles and publications were made available for use by teachers.

III. Broadening of Perception

A. Field trips:

Thirty-four field trips were taken to different agencies, businesses, and industries that involved sixteen different teachers, and approximately five hundred-thirty students. The places visited included: Ford Motor Company, Burroughs Corporation, City County Building, The J. L. Hudson Company, Atlantic and Pacific Food Stores, Coco-Cola Bottling Company, UAW Solidarity House, Wonder Breed Bakery, City Airport, Metropolitan Airport, Michigan Chronicle Newspaper, Detroit Free Press, Michigan Bell Telephone Company, Twin Pines Dairy, Michigan Humane Society, I.B. M. Corporation, Barbour Junior High School Greenland, and Washington, D. C.

B. Speakers:

Speakers from the Ford Motor Company, Humane Society, Michigan Bell, Post Office, Police Department and other places have visited the school to inspire and inform the students. These speakers also served as an effective tool in preparing students for field trips.

C. Elementary School Employment Service:

Another phase of the DCG program, which contributed to providing situations whereby students may develop wholesome and positive attitudes about their future in the world of work, was the Elementary School Employment Service. Through this service approximately 110 students filled out applications and were interviewed for school jobs such as Room Helper, Office Messenger, Flag Boy, Milk Boy; Fire Drill Door Captains, etc. Those students who were not assigned because of some particular limitation, were grouped accordingly and worked with by the consultant in order to realize and improve their particular limitation.

D. Newsletter

A newsletter was sent to the parents at the end of each six-week period. Teachers were also provided with a copy of each newsletter.

IV. Other School Activities included the following:

1. An assembly program for approximately 150 boys. They were given inspirational talks by the consultant and Special Education teacher. They were shown the filmstrip "So You Want to Be On the Team". Several Career Guidance assemblies were held for general discussions for field trips.
2. Organized and sponsored the Student Senate. Some of its' activities included a school clean-up week, choosing of students to be presented student of the month certificate. A field trip to the City County Building.
3. Orientations to prepare six graders to take standarized tests.
4. Coordinator of a special school and community project to send 32 six graduating students on a three day tour of Washington, D. C.

V. Work with Parents:

Contacts with parents included regular bi-weekly discussion groups, invitations to go on field trips with students and other activities such as:

1. Three parent field trips (Ford Motor Company - 2, House of Beauty)
2. Approximately six meetings to plan fund raising activities.
3. Progress report by consultant at each monthly PTA meeting.
4. Two meetings with parents of the students who were chosen to tour Washington, D. C.

5. A buffet and fashion show planned and organized by the parent group with community aide as coordinator.
6. Conferences with parents on parent conference day.
7. Two six grade graduation programs sponsored by PTA.

VI. Consultation Services:

1. Preparing guidance folders and placard and postal materials for teachers.
2. Consultant for parent discussion groups.
3. Group leader for faculty discussion groups on plans for sending 6th graders to Washington, D. C.
4. Group leader for DCG class (Methods for developing the self-concept of inner-city youth.)
5. Participant in DCG Saturday workshops.
6. Participant in Elementary (Detroit) Counselors meeting.
7. Speaker for six grade graduation.

VII. Articulation:

A. Orientation for students:

The consultant was introduced to each class at the beginning of the school year by the principal. Each group of students participating in a field trip was orientated by the teacher and consultant in cases where the teacher was new. With the more experienced teacher the consultant acted more or less as a resource person in providing material and information when needed and requested by the teacher. The field trip follow-ups were done in practically the same manner.

Faculty orientations were generally done in faculty meetings. At such time the consultant presented the purposes and plans for the project, and answered questions from faculty members. New teachers (6) scheduled weekly individual meetings with the consultant during their coordinating

periods. All teachers were always invited to DOG Committee meetings which were held periodicelly during lunch time. All teachers were given the DOG Elementary Manual and other materials related to the DOG project. Teachers were given a copy of each DOG parent newsletter.

VIII. Other:

Research:

1. DOG levels I and II surveys planned for and administered.
2. Worked with 1st grade class and teacher to develop new methods and techniques for incorporating career guidance into the regular 1st grade activities.

Summation:

Administration and staff agree that generally, the project this session got off to a good start, and did an excellent job in carrying out its' goals. I am in general agreement with them,however, I think that there are several activities that can be used more effectively and a few activities should be added. I am confident that the experience shared this term will serve as a basis for further improvement and refinning of the DOG program at Hillger Elementary School.

A. L. Holmes Elementary School

The A. L. Holmes Elementary School in Region Eight of the Detroit Public School system, is located at 8821 Georgia Street, north of the Edsel Ford Expressway between Van Dyke and Gratiot on the east side of Detroit. It is a sturdy, three story, red brick building, erected in 1911, with two additions since that time completing the present structure. This can be easily evidenced within the school by viewing the courtyard in the center of the building. There is a large playground at the back of the school, devoid of grass and equipment, to meet the needs of this large school.

The present enrollment of 1885 students from the kindergarten through the 6A grades, represents an increase of two hundred students this school year. This is three hundred students more than the school was built to adequately house. Since many students left during the school year, the influx of new students has been even greater than the total enrollment figures would indicate. The classes average between thirty-seven to thirty-eight pupils per room. The large number of students new to the school, the large number of total students enrolled in the school and the overcrowded and hence inadequate facilities, become the source of many problems. Despite the problem of numbers, much learning occurs, and many students have obtained solid academic foundations. Many of the teachers are excellent teachers who are creative, resourceful and concerned. These same overcrowded conditions will continue next year though, for the projected enrollment is 2,200 students, an increase of 300 students.

A. L. Holmes is managed by a staff consisting of a principal, two assistant principals, fifty-seven teachers, a guidance consultant, two and a half secretaries, three custodians, three cooks, three teacher aides, and several high school aides. This past year a social worker has been

present one day a week, a nurse a half day a week and a speech teacher and reading consultant, each two days a week. The staff is about forty-five percent Black, the administration, secretarial help and guidance consultant are all White, while the student body is about eighty-five to ninety percent Black. There are thirteen males on the teaching staff and two male assistant principals.

There are nine kindergarten classes, twenty-one classes of primary unit children, and twenty-four sections of upper elementary classes on the platoon system. They spend half a day in homeroom concerned with language arts and arithmetic skills and the other half day in special classes. The special classes are held in the three gymnasiums, auditorium, two science rooms with attached greenhouses, two social studies rooms, art room, large library, music room and health room which doubles as a lunch room. A Junior Ungraded and Special A unit are included in the A. L. Holmes School. The Developmental Career Guidance office is situated on the third floor, far from the main office. The room size is adequate for small group work and contains a desk, a four drawer file cabinet, four tables and twelve chairs. There is a closet for coats and supplies, a bulletin board and a chalkboard.

Two organizations exist in school for the parents, the Mothers' Club and the P.T.A. The Mothers' Club in the past has performed many services to the community and school by distributing baskets to the needy at Christmastime, dressing Goodfellow Dolls, providing trips and parties for the 6A graduates, and contributing money to the school fund for purchasing needed items. This past year the Mothers' Club has continued to do these things but has been so poorly attended and supported by the women that it

has lacked capital for performance of these services. The P.T.A. formed a year and a half ago to involve fathers and to find solutions to school related problems, has also had very poor attendance and support from the community this past year.

The community mainly consists of homes older than thirty years, with a few apartments and flats scattered throughout. Many of the homes are rented, many are poorly kept, and many display "For Sale" signs. This is indeed a changing population community for most of the older families are leaving or have left and are being replaced by young families with several school age children. Many of the new families receive public assistance, move frequently and have a high incidence of divorce. Employed parents are basically, either unskilled laborers or semi-skilled factory workers. This is a low income community.

There are about fifty small industries and many small businesses within the school population boundaries. Patronage of St. Joseph Roman Catholic Church and School, Bethany Methodist Church and a half dozen small store front churches are also included within the area. Recreation facilities for children in the neighborhood consist of one small "tot lot" and the Northeastern YMCA which conducts various recreation programs for its members. There are a few block clubs as well as the Gratiot-Harper-Van Dyke-Grinnell Neighborhood Improvement Association operating in the area. Many concerned parents attempted to establish an "Action House Community Center" to meet the recreational needs of both young and old. They spent much of this year obtaining money from outside sources to establish this center. So far they have only been partially successful. None of the organizations operating either from within or outside the school have the wholehearted support of

the community. Their meetings are poorly attended and volunteer workers are difficult to find. However, this community has the potential for active involvement in an organization providing it be well organized, able to communicate effectively to the people and be capable of achieving a measure of success in solving community problems.

EFFECTIVE PRACTICES

I. Counseling

A. Individual Counseling

About 150 individual counseling sessions took place this year. Ten students, seen on a regular basis for ten weeks, were participants in research designed to measure the effectiveness of individual counseling. They were students with problems in the area of academic achievement, personal adjustment or peer relationships. Other students were referred to the counselor by their teacher.

Many students visited the office just to chat with the consultant for a few minutes. About 500 school job applicants came to the consultant for information about school jobs, to pick up a job application form, for help in filling out the form and/or job interviews. Applicants rejected or workers who are fired from the job, by the job sponsor came in for counseling.

B. Group Counseling

Several groups met in the DCG office for counseling. These groups were created on the basis of common problems, common interests evolving from a field trip experience, or on the basis of leadership abilities. Following a trip to the Michigan Chronicle, one group interested in publishing their own class newspaper, established some interviewing guidelines which were used by their class. One group of girls interested in modeling chose two girls to spend two Saturday mornings at a modeling school. They were given free instruction. These girls then demonstrated their modeling and charm techniques to the total group at the modeling school and later demonstrated their skills to their parents at a Fashion Show.

The meetings of the clubs and organizations within the building,eg. Safety Boys, Service Girls, were frequently attended by the consultant. She spoke with them as a group and set up some trips for them. Arrangements were made for the boys to visit the YMCA for swimming on one occasion. Others visited Wayne State University and the Michigan Barber College.

II. Dissemination of Information

A. Film Strips and Films

Sixty-six classes viewed films or film strips. The films were mainly obtained from the DCG film library or from Engleman Visual Education Service. These films were:

Wally the Worker Watcher
The Newspaper Boy
The Junior Homemaker
Drug Store
Super Market
Service Station
Electrical Servicers
Gas and Oil Servicers
Telephone Servicers
Mail Delivery
Dairy Product Delivery
People Who Work for Our Health
The Tugboat Has a Job
People We Meet When We Travel
The Skyscraper
People Whose Work Is Important To Us
The Airplane Does Many Jobs
How About That Bakery
Wonderful World of Bread
Computer Revolution
Graduate to Opportunity
So You Want to Be On The Team
How Do You Rate At Home
How Do You Rate At School
How Do You Rate With Your Friends
Look About You
Listen There Are Sounds Around You
Places to Go
People We Know
Noisy Nancy Norris
John Henry

Our students also viewed slides of Careerland '68 taken by a Michigan Bell Telephone Company Representatives.

Our parents viewed: Your Child and The World of Tomorrow
Your Child and College
Your Child and Discipline
Your Child's Intelligence

Our teachers viewed: As They Grow/Elementary Guidance New Dimensions In Meeting Pupil Needs

B. Visual Materials:

Materials, charts and posters were made available to teachers, parents and students. This included pamphlets and briefs on occupational information and about self, books and journals on guidance and counseling, curriculum materials on Afro-American history and culture, poverty and the disadvantaged, and literature about colleges. The commercial materials were mainly purchased from the Society of Visual Education, Instructo, F. A. Owen Publishing Company, Careers, S.R.A., Finney Corporation and Guidance Associates. Thirty-two laminated posters were created by the consultant for the school open house display and for classroom use. The posters displayed pictures of workers garnered from many sources.

C. Assemblies:

Many assemblies were held in the auditorium during the school year. During this time, speakers were brought in, such as, Junior High counselors, graduation speakers, and business representatives. A series of police workers were brought in to discuss their work and to help develop positive police-student attitudes. A fashion show was presented, as were films and a play. An assembly was held for the presentation of awards to the six fifth grade students submitting the most creative and original posters on careers, a clean school or good grooming.

III. Broadening of Perceptions

A. Trips

A total of forty-six trips were planned for the students by the Career Guidance Consultant and their teachers involving 1750 students. A tour of Detroit was frequently included in these trips.

A & P
Burroughs Corporation, Plymouth Plant
(2) Careerland '68
Chrysler Corporation, Lynch Assembly
Detroit City Airport
Detroit Fire Department
Detroit Main Library
(5) Detroit Metropolitan Airport
Detroit Police Department
Detroit Union Produce Terminal
(4) Ford Motor Company
Great Lakes Mutual Life Insurance Company
House of Beauty
J. L. Hudson Company
M.E.S.C. Youth Opportunity Center
(3) Michigan Bell Telephone Company
Michigan Barber College
Michigan Chronicle
Pauline Horn Enterprises
(2) Superior Beauty and Barber Supply
(4) Twin Pines Dairy
U.A.W. Solidarity House
U.S. Post Office
Wayne State University
(3) Wilson Dairy Company
Wolverine Tube Company
(6) Wonder Bakery

B. Speakers:

Twenty-eight speakers were brought to the school this year.

Burroughs Corporation worker
Chrysler Corporation worker
Commercial artist
Custodian
Customs Agent
Dentist
Detective
Director of H.E.C.C.
Ford Motor Company worker

Humane Society Worker
Mailman
Manager of Beauty Supply store
Milkman
Model
Nurse
Pilot
(9) Policemen
Policewomen
Safety Officer
Telephone Representative

C. H.E.S.C.

The Holmes Employment Securities Commission has continued this year. The fifth and sixth grade students who seek the various school jobs (lunch staff worker, nurse helper, future teacher, Safety Boy, pick up squad, Service Girl, office helper, library staff worker, room helper, audio-visual boy) come to the guidance office to obtain an application form and some help, if needed, in filling it out correctly, then fill it out and return to the guidance office with their form to be interviewed by either the consultant or another student. The applicant then gets approval from his conference teacher and is hired, placed on a waiting list or rejected by the sponsoring teacher.

IV. Work With Parents

A. Discussion Groups

Discussion meetings centering around film strips were held in two homes the first part of the year. Joint discussion group meetings for parents of the A. L. Holmes and Stephens Elementary Schools were held at the Bethany Methodist Church. Two home economists from Michigan State University Cooperative Extension Services participated in this discussion series. Parents were given pamphlets for home reading and received newsletters from the extension service. We held eleven meetings in which one

hundred fourteen A. L. Holmes parents participated. Our discussion leaders were Mr. Ira Bank, consultant, Mrs. Lois Brooks, consultant, Mrs. June Sears, M.S.U., Mrs. Kathleen Bufton, M.S.U., and Mr. Teachman, Food Inspection and Control Department of the Michigan Department of Agriculture. The topics of discussion were:

1. Goals of DCG and methods utilized
2. Filmstrip: "Your Child and The World of Tomorrow"
3. Introduction of Future Topics for Discussion
4. Understanding self in relation to ones children
5. Teaching children to become independent, mature adults
6. Overspending on novelities and children
7. Techniques in housekeeping
8. "How and When" in purchasing household goods
9. Purchasing and preparation of foods
10. Shopping spree trip to A & P and Meat Distributing Store
11. Food inspection and control

B. Parent Trips

Three parent trips were taken involving twenty-five parents. We visited Ford Motor Company, Wayne State University and the A & P and Stanney, Morris and Livingston, meat distributors. One hundred seven parents accompanied us on student trips.

C. Newsletters

Seven newsletters were sent out to parents this past school year. A copy of each is included at the end of this report.

D. Events

We held four meetings with the parents and teachers of the kindergarten children and the consultant. We involved seventy-five parents of kindergarten children. The discussions centered around goals of kindergarten, the DCG program and ways parents can help their children.

The consultant participated in and supported both the Mothers Club and the P.T.A. The consultant frequently made reports to the Mothers Club on

DCG events. The consultant attended a Sunday afternoon Fashion Show sponsored by the mothers at a local church.

The consultant spoke before the PTA about the A. L. Holmes DCG program and provided a display for the PTA sponsored Open House.

The Educational Planning Committee of the PTA sent a survey to the parents concerning school-community relations. One of the twenty questions asked, "Are you satisfied with the Career Guidance Program in our building?" Eighty-four percent answered "yes", fifteen percent said they weren't familiar with the program and one person answered "no".

V. Work With Community

The consultant involved herself with a new community group, Action House, through attendance at their meetings and functioning as the school representative. One such meeting with CESSA (Churches on the East Side for Social Action) and another with the Department of Parks and Recreation Commissioners were to obtain funding.

The consultant worked at getting Holmes students to participate in a Science Fair Project at Bethany Methodist Church. The minister of this church also opened up the church for our parent discussion series and provided us with coffee. The consultant worked also with the YMCA in getting boys in sports and swimming programs.

The consultant's participation in a Negro History and Culture workshop series helped to broaden her knowledge and increase her sensitivities to the feelings of Afro-Americans and relevant issues.

VI. Consultation Services

A. Community and Parents

1) Spoke to the A. L. Holmes P.T.A.

2) Spoke with the A. L. Holmes Mother's Club

3) Consulted with Mr. Barton and Mr. Maxwell of Ford Motor Company on ways of improving an already good field trip and types of materials that need to be developed for use in trip preparation and evaluation.

4) Participated in the Career Night at Burroughs Junior High.

5) Participated in the Job Fair at Kettering Senior High.

B. Teachers

1) Served as a leader in the teachers organizational planning meeting in the fall.

2) Served as a leader in a DCG Workshop in November.

3) Served as a resource person for the Mental Health course at Cooper School

C. Administrators

Many conferences were held with the principal who wholly supported the Developmental Career Guidance Program and the consultant.

D. Other agencies

1) Organizer of Careerland '68

2) Participant in MESCA Fall Conference in Ypsilanti

3) Participant in 1969 APGA Convention

4) Participant in meeting for Detroit Elementary Counselors with Dr. Mindel.

5) Worked with two counselor interns from W.S.U.

VII. Articulation

A. Orientation For Students

Shortly after the school year began, the consultant visited many of the rooms, getting reacquainted with the students and introducing herself to new students. The classrooms were visited before and after trips for trip preparation and evaluation. The same procedure was used for speakers. The consultant visited classrooms when the Career Night was presented at

Burroughs Junior High, stimulating student and hence, parent interest. The consultant talked to classes about the H.E.S.C. program, and about the poster contest that was held.

Orientation for 6A graduates took place. The Junior High Counselors were invited to the school to answer questions and alleviate fears. A speaker was invited from WSU to talk to them to encourage them to work hard.

B. Orientation for New Faculty and Old

Much orientation was done through personal conversations. The consultant arranged a time convenient to the teacher to discuss DCG and how it could augment her program. This orientation culminated in a discussion of DCG at the fall organizational planning meeting.

VIII. Work with Faculty

A. Manual:

The Career Guidance Manual for Teachers was distributed to teachers, one book being shared among four teachers. The consultant also distributed a copy of "Utilizing Field Trips" to each teacher.

B. Public Relations

The consultant was in frequent contact with teachers, their units of study, programs and projects. One teacher was helped in developing a research project in effective uses of parent-teacher conferences. All luncheons and other social functions were attended by the consultant. Lunchtime was frequently spent with teachers.

C. Saturday Meetings

Forty-four teachers attended the Saturday workshops, many of whom were previously uninvolved teachers.

D. Newsletters

Nine newsletters were sent to the staff (a copy of each is included at the end of this report.)

E. Staff Meetings

Staff meetings were attended by the consultant during which information was relayed as needed.

F. Guidance Committee

Several meetings were held with a small group of teachers interested in guidance. We viewed a guidance filmstrip and discussed ways of implementing guidance orientated activities.

IX. Summary

The large school enrollment made it difficult for the consultant to reach all students; however, most students were exposed to some aspect of the Developmental Career Guidance Program. Working with students is the most vital part of the program.

Teacher support is necessary for career guidance activities to be integrated into the school curriculum. Since teachers have a great impact on self-concept, it is necessary for the consultant to continue working with teachers, new teachers as well as more established ones.

Continued community support is also necessary for an effective program. Parents must continue to be reached through whatever methods are available. They are an influential force in the lives of their children.

CHANDLER ELEMENTARY SCHOOL

In order to implement Chandler's Career Guidance Program, the team approach is used. The Chandler team is composed of the guidance staff, the guidance committee, the involved faculty, and the parents. A guidance committee, consisting of the principal, assistant principal, four teachers, consultant, community aide, and a parent, recommends new projects and helps solve current guidance problems.

The guidance staff, the consultant and his aide, have created and maintained good relations with the community as a team and on an individual basis. They attend block club meetings, meetings at various churches, and whenever possible or necessary, visit parents in their homes. The community aide has met with a group of parents on a weekly basis in an attempt to assist

them in better understanding and coping with issues that are immediately important to them. The consultant acts as a resource person whenever the group needs assistance.

In the past, for a number of reasons, it has been difficult to lure fathers into the school. This reluctance is being broken down by inviting Dad along on field trips and involving him in Chandler's Little League baseball and basketball teams. Here the Dads serve as coaches and advisors for the boys.

Group counseling was emphasized in this year's program. Students were selected for the groups on the basis of a counseling form that each homeroom teacher was asked to complete. The teachers were asked to submit the name of one child, in their homerooms, as a candidate for counseling in each of the following categories: 1) shy-withdrawn, 2) underachiever, 3) overly aggressive, 4) failed last semester, 5) has difficulty relating to teachers, 6) achieves highly in class. Using the teachers' recommendations as a guide, lists were compiled grouping those children who appeared to have common problems together. Subsequently, each child listed was interviewed in order to determine whether or not he wanted to participate in a counseling group. Those children who indicated that they wanted group counseling were grouped, according to grade and sex, in groups of three to five pupils. Each group met once a week throughout the semester. The sessions focused on concerns raised by the children. For the most part, areas of concern were relations with peers, school achievement, and family relationships.

Individual counseling was done on the basis of both staff referrals and self-referral by many students. However, individual counseling has been done on a limited basis due to the necessity of carrying out the many career guidance activities that are necessary for the benefit of the entire student population.

It is to early to determine any significant results of counseling at

this time. However, the teachers have reported positive changes in the behavior and performance of many of the students who have had a counseling experience. Furthermore, the children who have participated in the counseling groups have expressed a desire to return for counseling next semester.

Several filmstrips have been made available to the students and teachers this year: "Graduate to Opportunity," produced by Michigan Bell Telephone; "What Else Do Fathers Do," "Wally the Worker Watcher," and "The Junior Homemaker," developed by Educ-Cast Inc.; and a series of five filmstrips, contained in the elementary level Widening Occupational Roles Kit by SRA, were used extensively.

Other visual materials used at Chandler were:

1. Pictures of Black People who work in various occupations were collected from various magazines and mounted on large sheets of poster board. The pictures were laminated onto the poster board and proved both eye-catching and effective. This innovation of the consultant's has been adapted by many members of the Chandler Staff and the staff of several project schools.

2. A filmstrip was produced by the consultant and four teachers from various other project schools. Titled Where Do I Stand?, the filmstrip depicts development in five areas: physically, socially, mentally, emotionally, and at home.

Over fifty-one field trips were taken to various places of business and industry. One these trips more than a thousand Chandler Students have obtained first hand knowledge regarding jobs and the requirements for these jobs. Prior to each trip, the consultant and classroom teacher worked together in preparing lessons and discussions that would establish a relationship between the workers and jobs that the class would observe, and the pupils' classroom experiences. Films and slides were made during each trip. These films were used during follow-up activities and as a means of enabling other classes to share the various trips.

Many successful and worthwhile "role models" visited the school in order to both inform and inspire the students. Practically every week there was an assembly or class visitation featuring a visitor from the world of work.

Since the student population at Chandler is about 99% Black, most of the "role models" were Black. Thus, not only did the children read about and view pictures of successful Black people; they were able to see, feel, and talk with successful people of their race.

Some of the "role models" were Louis Reeves, assistant manager at Hughes Hatcher Suffrin, Earl Wilson of the Detroit Tigers, David Northcross, stock-broker, Charles Boyce of Michigan Bell Telephone, Proves Banks, electrical engineer, and several of the students' parents.

The Chandler Employment Secruity Commission continues to be a success. Boys and girls were taught how to fill out a job application correctly. A brochure on job tips in filling out an application was sent to every class involved. The children were then interviewed for the job they were interested in. If selected, the candidate was sent a notice of hiring and was given a job. If he did not perform his duties satisfactorily, a notice was sent to him and if he did not improve, he was sent a notice of dismissal. However, he was given an interview in which he could state his side of the story. The dismissed employee was allowed to re-apply at a later date.

The consultant has been successful in implementing several curriculum innovations. He introduced a series of English lessons, featuring biographies of Black people who have played an important role in American History, to the administration and school staff. Immediately, these lessons were incorporated into the program of the upper elementary children. These lessons, which serve the dual purpose of helping the pupils become aware of the important reading and grammatical skills, were received avidly by both the students and their teachers.

During the past few semesters having the graduating students attend the junior high school for orientation, prior to the time they would be attending as regular students, had been discontinued. However, the consultant was successful in arranging an orientation program at the junior high school for the grad-

uating students. Hopefully, this will cause the transition from elementary to junior high school for many of out students and their parents.

A teachers manual presenting career guidance lessons of the elementary level was distributed to ten members of the staff. All of the teachers who used it reported that they found it beneficial.

During the past year many of the goals of the Developmental Career Guidance Program have been achieved. The students, faculty, administration, and parents eagerly accepted a guidance staff who demonstrated that they had the best interest of the school and its students in mind. The one area of weakness in this year's program was that of not keeping the entire school staff informed of the objectives and resources of the career guidance team. Due to a large and continuous turnover in school staff this year and the many activities of the career guidance department, many new teachers were in the school several weeks before they were introduced to the program and its goals. However, plans have been made to alleviate this problem in the fall.

Personally, I feel that this has been a very rich and rewarding year, and I am anticipating an even better program next year.

Burroughs Junior High School

Yearly Report

I. Counseling

A. Individual Counseling

Counseling for students was done on an individual basis either through self-referral, teacher or counselor referral. In addition, some students came for occupational and vocational information, trip information and general information.

B. Group Counseling

An occupational planning class was held during the second semester. The class consisted of 8A students who had high averages and showed college potential. The consultant met with the students in small counseling groups and guidance activities.

II. Dissemination of Information

A. Films

Several films and filmstrips were extensively used by teachers throughout the building. Many were shown on a weekly basis. In addition to the teachers and students benefitting from the films, our parent groups also viewed many during the year.

B. Visual Materials

Posters, charts and occupational information were disseminated throughout the building. Two large attractive bulletin boards decorate the main hallway. Throughout the halls and classrooms,

attractive posters and materials are found. A large display rack of career materials is situated in the outer counselor's office so that students who are in the office might make use of them.

III. Broadening of Perceptions

A. Field Trips

Thirty-five interesting and informative field trips were made to various places of business and industry. Most of the 8A's and many of the 7th graders were involved in these trips. The consultant assisted each classroom teacher with the preplanning and orientation of the students. The trips included: Michigan Bell Telephone Co.; Ford Motor Co.; UAW; General Motors; City County Building; National Bank of Detroit; Harper Hospital; The Michigan Chronicle; A & P Food Stores; The Free Press and others.

B. Speakers

Several speakers and resource persons representing agencies, business and industry talked to the students and classes about educational opportunities and job requirements. These included Mrs. Barbara Atkins, Beauty Expert; Mr. James Meredith, Insurance Executive, and others from Hughes Hatcher Suffrin, General Foods, Michigan Consolidated Gas Co., Motown Recording Co, Bendix Corp. and others.

IV. Work With Parents

The work with parents was done both on an informational and advisory basis. Weekly parent meetings were held on Wednesday mornings. Here parents were informed of various educational and job opportunities and

requirements necessary to take full advantage of these opportunities. On several occasions, speakers were present, films were shown and general discussions were held. The parents also took several field trips. The community aide has done a wonderful job of involving the parents.

V. Work with Community

The consultant and the community aide attended several community meetings during the year. These meetings included Advisory Committee Meetings and St. Joseph Patronage Church. Some time was spent promoting the aims and objectives of the project to the Businessmen in the community. A group of community business men and women were honored on "Career Night" for the work that they had done toward assisting students and parents in the community.

VI. Consultation Services

A. Meetings

Served as consultant to a group of counselor educators in Washtenaw County.

Monthly DCG Saturday Workshops

Regular staff meetings

B. Visitors from other school systems

Baltimore, Maryland

Grand Rapids, Michigan

VII. Articulation

A. Students

Orientation of 6A students at schools which feed into Burroughs

Individual classroom visits to new 7B students explaining the aims and objectives of the project.

B. Teachers

Orientation of new teachers at a planned meeting to acquaint them with the project - its aims and objectives.

Weekly bulletins were written for teachers keeping them informed of the activities and plans of the consultant, other teachers and students.

VIII. Work with Faculty

A. Manuals

Each new teacher was presented with a copy of "The Teachers Manual" with suggestions and ideas useful in implementing career guidance in their lessons.

B. Public Relations

The consultant attended regular school meetings, visited and actively participated in classroom activities and distributed bulletin board and other career related materials to the staff.

C. Saturday Meetings

The DCG Committee in our school along with other teachers and parents attended the monthly Saturday meetings.

D. Newsletters

A weekly bulletin was given to each teacher making them aware of the many activities taking place. Other information was given as the need arose.

E. Staff Meetings

A spot was reserved for the consultant to speak at each staff meeting. Also, during this time, the DCG Committee reported on pertinent information from our Saturday workshops.

IX. Assemblies

Several assemblies were held during the year. The purpose of the assemblies was to provide role models and important information to the students.

The assemblies included:

Career Night program

Mother-Daughter Night

Fashion Show

Discussion with Public Health Nurse

Discussion on Good Grooming and Health Habits

X. Summary

Developmental Career Guidance is on the move at Burroughs. There does remain, however, much more to be done. Comments from the administration, teachers, students and parents have been favorable. Hopefully, next year we will be able to do more in the areas of individual counseling and parental involvement. Other areas will be stressed also. It has been a very good year. I look forward to "bigger and brighter things next year".

KETTERING SENIOR HIGH SCHOOL

I. COUNSELING

Individual Counseling

Six hundred individual interviews were conducted with students including twenty students who come for regular counseling about personal and educational problems. Students were referred by teachers, counselors, other students, and parents, but the majority were self-referred. Students came for information and consultation about occupations and college, jobs and help with employment applications and interviews, clubs and materials for papers and articles and class projects, standardized tests and test results, summer plans and volunteer work, and scholarship forms and information.

Group Counseling

During the second semester two occupational planning classes were conducted daily. These classes include selected 11A students with college potential who meet in study groups, counseling groups, and guidance activities. Fifty students met daily for twenty weeks.

Family College Counseling

Thirty-five field trips were taken to 33 different places that involved 30 different teachers and approximately 1100 students. The places visited included American Motors, American Standard Blower Company, Burroughs Corporation, Cadillac Motor Company, Chrysler Corporation, Carboloy Company, Federal Department Store, Cobo Hall, City-County Building, Ford Motor Company, Ethyl Corporation, ExCello, Detroit Edison Company, J. L. Hudson Company, Internal Revenue Data Center, Michigan Bell Telephone Company, WWJ-Radio Station, Detroit Water Department, Coco-Cola Company, Detroit College of Business, Eastern Michigan University, Wayne State University, and National Bank of Detroit.

Speakers

Thirty-two representatives from agencies, business, and industry talked

to twenty-seven different classes about employment and educational opportunities and requirements. These included speakers from Burroughs Corporation, Michigan Bell, Friden's, A. & P. Food Stores, Admissions counselors from Wayne State's HEOC, Michigan State University, Northwood Institution, and Detroit Institute of Commerce, MESC Youth Center, National Bank of Detroit, Michigan Consolidated Gas Company and the bookeeper at Kettering.

School Activities

Other School Activities included the following.

1. Career Guidance Assemblies sponsored by Plans for Progress. The personnel manager and employees from Michigan Consolidated Gas Company presented two assembly programs to 500 students in April.
2. College Night Program for area high schools was held at Eastern High School in November. The guidance consultant was the coordinator for Kettering and approximately 100 Kettering students and their parents participated.
3. Oriented and administered PSAT to 11th graders in October. Over 500 students took the test.
4. DCG Radio Series on WWJ-FM in the Fall included two presentations by Kettering students under the leadership of the guidance consultant and the librarian. The spring series included two more programs coordinated by counselors.
5. Sponsor of 75-member Future Nurses Club. Activities included service project involving Riverside Day Care Center and field trip to Mercy College as a shared experience with Denby FNC and FTC. Meetings were held bi-weekly throughout the school year.
6. Coordinator of summer volunteer program at Kettering. Information given to over 50 students. Arrangements made during the year for individual students to do volunteer work.
7. Supervision of work of HEOC, Wayne State University student with students at Kettering. Student comes to the school twice weekly and works with occupational planning classes.

Consultant in Classroom

Contacts with students in the classroom included the regular field trip follow-up activities in conjunction with the teacher and additional special contacts such as:

1. Orientation of 11th grade students to the PSAT through Social Studies classes - 9 groups.
2. Survey of students regarding summer activities to be planned by the Detroit Commission on Children and Youth through English classes - 8 groups.
3. 10B Orientation classes - 5 groups.
4. National Merit Scholarship Exam and Occupational Planning Class Orientation - 2 groups.
5. Wayne University Open House and College Night Program - 10 groups.

Other

A large bulletin board on career planning is maintained in the main corridor. Occupational materials are made available to teachers.

Individual student contacts are arranged with successful people in cases where groups might be unwarranted or not feasible, such as in the area of mortuary science or probation work.

III. WORK WITH PARENTS

This work has been both informational and advisory. Students and teachers and other parents refer parents on an individual basis for college and career information. Former students call or siblings and friends of present students.

The community aide has assumed the bulk of the initial parental contacts. Parents are seen in the organized family college counseling, during parent-conference days, at parent-community club meetings, and during individual visits to the school.

IV. Consultation Services

These have increased especially requests from people outside of the school.

They have included:

A. Meetings

-APGA Presentation

-Region 8 - Asst. Principals

-Wayne State University classes

-Michigan Curriculum Committee on Guidance

-Wayne County Vocational Conference

-College Night

-Career Conferences other schools

-Windsor Guidance Counselors Workshop

B. Workshops

-Occupational Orientation Workshop for Counselors

-DCG Saturday Workshops

C. Visitors from other School Systems

-Nashville, Tennessee

-Kitchener, Ontario

-University of Colorado

-Federal Government Projects

V. WORK WITH COMMUNITY

-Radio Shows - 2

-Parents-Community Club - 6 meetings

-Kettering Regional Council - 2 meetings

-College Information Days for Counselors:

Monteith, WSU, Mercy College.

-Dinner Meeting Ford Motor Company

-Michigan Curriculum Committee on Guidance - bi-monthly meetings.

VI. ARTICULATION

A. Within School

-Faculty meetings and workshops

-Cabinet and Departmental meetings

-Newsletter for Teachers

-Handbook for Teachers

B. Between Schools

-Presentations at Region 8 Meeting

-Football and Cheer Team to Hillger

-Stephens School parents and students to Kettering

-Project II, Shared Experiences

-Attendance at special projects at other project schools

-Orientation of Junior High School students

VII. OTHER

Research

1. DCG Surveys for teachers and students planned and conducted.
2. Research through pilot groups in family college counseling and occupational planning.

Yearly Reports contributed by John Atlas, Lois Brooks, Dorothy Hall, Patricia Love, James Moore, Thelma Jones Vriend.

CHAPTER V

EVALUATION OF THE DEVELOPMENTAL CAREER GUIDANCE PROJECT

Evaluation has been and is being carried out throughout the course of the project. The preparatory Phase I was evaluated by the participants and by cooperating employers and institution.*

The following evaluation appeared in Teacher Education in a Social Context:

> This pilot program, jointly sponsored and directed by Wayne State University and the Detroit Public School System, focused upon the training of teams of school personnel for the purpose of raising the occupational and educational aspirations of a selected group of disadvantaged students from six schools in an inner-city Detroit school district. Further, participants in these teams will continue to meet monthly with the project staff during the 1965-66 school year. Of the 6 schools that participated, 3 were elementary and 2 were junior high schools which fed the district senior high school. This program of preparation of school personnel differed from the usual in-service guidance programs in focusing upon the need to change the attitudes and values of elementary school children in order to raise their vocational sights. A rationale for such an approach is given in the Project Plan of Operation which states that "children early begin to develop preferences for types of occupations." Consequently it is at the elementary school level that a developmental guidance program must begin and, of course, be continued in the junior and senior high schools.
>
> The project consisted of two phases: the first, a three-week work-shop at Wayne State University for 50 enrollees and guidance personnel from the 6 participating schools. In the second phase of the program, which will take place during the following school year, these workshop teams will work together in their own schools, at which time a guidance consultant will be placed in each participating school to assist the workshop teams in the application of their learnings. The program and its effects will be systematically evaluated. Only the first phase of the program, which took place this summer, is the subject of this report.
>
> The workshop at Wayne State attempted to give its participants a realistic view of the current employment picture and to help them understand and communicate better with minority youth. Participants attended lectures on current economic and social trends and were oriented by field trips to employers in business and industry, to institutions of higher learning, and to community agencies. The 50 enrollees were divided into four groups for the field trips, then regrouped into small workshops in which the teams from each school met together to discuss and synthesize their findings.

*For results of that Evaluation see the Phase I Report

There were large group meetings with consultants to discuss such areas as curriculum and guidance. Each enrollee interviewed an unemployed adolescent dropout in a counseling laboratory and questioned the youth about his perception of school, life, and work. The enrollee then wrote an analysis of the interview and discussed the implications of his findings with his work group. Enrollees were expected to prepare and present a report of a program of action for their school.

An attitude survey was administered to the participants before and after the workshop. It revealed definite changes in participants' perceptions. They seemed to have become more aware of the need to help minority youth prepare for employment and more cognizant of job opportunities available to qualified minority youth. The participants indicated dissatisfaction with their school's curriculum and services. Furthermore, evaluations completed by cooperating schools and social agencies revealed widespread acceptance and enthusiasm for the program.

When asked to give an overall rating of their experience at the workshop, 90 percent of the participants gave a rating of excellent, while 10 percent gave a rating of good. All said that they would participate again in such a workshop. They found the field trips, the panel-exchange of views, and the interviews with unemployed adolescents valuable. Participants commented on the good organization of the program and on the interest and enthusiasm of the project director. They believed, however, that selection procedures for applicants could be improved. The comments given here were taken from the final report of the program.

The Aware Team visited the project before the workshop began and was impressed with the intelligent preparation for the program and with the spirit and good relations among the personnel. The program appeared to be a promising one, offering help both to the participants through a team approach and to the disadvantaged youth in the Detroit public schools.

I Evaluation Design

The basic plan of the evaluative process has been to match the six original experimental schools with the six control schools and carry out the following comparisons as presented in the project proposal:

(1) A survey will be made in each school of student attitudes toward work and school and of their career aspirations at the beginning, middle, and end of the project. A survey will also be made of a comparable school region and results evaluated.

(2) Comparison of number of students going on for further education, who have definite jobs at the time of graduation, etc. Comparisons will also be made between students in the project schools and a comparable school region.

(3) Comparisons of drop-out rates in project schools and of those in the control school region.

(4) Comparisons of school achievement in the experimental and control regions.

The overall plan of evaluation may be portrayed in the following schema:

	Experimental Schools	Control Schools
(1) September 1965, June 1966-67 68-69-70	Student Aspirations and Attitude Surveys and Faculty Attitude Surveys	
(2) June 1965, January 1967, June 1967, 1968, 1969, 1970.	Plans of graduating seniors	
(3) June 1965, June 1967, 1968, 1969, 1970.	Attendance Studies	
(4) September 1965, June 1966-7-8.	Achievement Test Results	
(5) June 1966, 1967, 1968, 1969, 1970.	External Evaluations by Site Visitors.	

Instruments Utilized in the Developmental Career Guidance Project

The instruments utilized in the Developmental Career Guidance Project were designed to obtain certain information from the population in the project schools as well as from a comparable population in the control schools. (The instruments, of necessity, were developed under the pressure of time.) This introduction is designed to provide the interested reader with certain information concerning the inventories. The survey instruments were designed to ascertain attitudes, values, and perceptions deemed important to the purposes of the project. In other words, they were designed to measure things that the project staff is concerned with in order to see if any change occurs at certain points in time in the project.

The instruments are four in number:

First, the Career Guidance surveys, Level I, II, and III. Through these instruments, it was hoped to gain information at various grade levels that would be complementary. Further, a faculty attitude survey was administered to faculties in all twelve cooperating schools in order to gain some knowledge of the perceptions and attitudes of the staff in the schools.

II. THE CG SURVEYS

The CG Survey, Level I, was administered to students in grades K - 3 in the six elementary schools of the project.

The survey consists of ten sets of 8 x 11 photographs.* Each set of pictures represents four levels of occupational prestige as indicated in the North-Hatt Study of prestige ranking of occupations. This approach by the National Opinion Research Center obtained positive ratings for 96 occupations by asking its subjects to place each occupation in one of five grades according to its "general standing" compared with all other occupations.

The survey was designed to ascertain children's perceptions of various levels of occupations in order to see if it would be possible to gain any valid indication of children's perceptions of occupations at this early age. There is considerable evidence (e.g. Kagan and Moss) that, at this age, children are, more than anything else, fantasizing about the occupational world. Further, as Super brings out, there is evidence that children begin early to "rule out" certain occupations at this stage of development.

It is important to note that the presentations that were made at Level I were also made in the Level II and Level III surveys. In the higher level surveys, these were made in verbal fashion.

The system used in designing this survey was to divide the North-Hatt list into quartiles and then select occupations from each quartile that it was found students in the project area were familiar with after a preliminary survey was made.

Level I	Level II	Level III	Level IV
A. Scientist	B. Accountant	C. Mail Carrier	D. Taxi-Driver
E. Banker	F. Teacher	G. Barber	H. Soda jerk
I. Engineer	J. Musician	K. Clerk	L. Janitor
M. Minister	N. Radio Announcer	O. Garage Mechanic	P. Shoe shiner
Q. Lawyer	R. Electrician	S. Machine operator (routine)	T. Waiter (lower class)

Each occupation is repeated once in a different context and placement during the course of the presentation at all three levels.

Thus, the method of organization of aspirational items in the CG Surveys at all levels is as follows:

1.	A	B	C	D
2.	E	F	G	H
3.	I	J	K	L
4.	M	N	O	P
5.	Q	R	S	T
6.	T	C	F	I
7.	D	G	J	M
8.	P	S	B	E
9.	H	K	N	A
10.	L	O	R	Q

It can be seen that each occupation is not only repeated in a different context but also appears in a different placement of order in the presentation.

A further note: In the two initial presentations at Level I, we attempted to allow for racial differences by (1) presenting both a Caucasian and Negro in the two presentations made of a particular occupation, or (2) presenting an integrated situation, or (3) allowing the subject to be somewhat ambiguous (e.g., the taxi driver cannot be seen well, the mail-carrier is light-complected, the soda jerk is somewhat ambiguous.)

In terms of North-Hatt quartiles, the presentation is as follows:

North-Hatt quartile	I	A	E	I	M	Q
North-Hatt quartile	II	B	F	J	N	R
North-Hatt quartile	III	C	G	K	O	S
North-Hatt quartile	IV	D	H	I	P	T

The directions for the administration of the Level I questionnaire were developed with the help of Miss Ellen Stephens, the guidance consultant at Stephens Elementary School and several of the Stephens primary teachers.

A pilot study was conducted, the directions were revised by the project director and Mr. William Van Hoose, and certain pictures were substituted resulting in the final product which was utilized.

Pilot studies were conducted at all three levels to determine reliability with the following results:

	N	Spearman-Brown
Level I	71	.72
Level II	53	.83
Level III	61	.86

Validity of the CG Surveys has to be initially interpreted as being either the content or construct type. The surveys are related to a variable that does bear relationship to school behavior and school achievement and each item was carefully screened in the initial process. Judgements will have to be revealed in the future on behavior of students in the experimental school.

III. Results

The results indicate that the experimental school populations did gain more in their aspiration levels than the control schools. The results at the first quartile are inconclusive, but the results at the fourth quartile, and on several occasions, at the fourth and second quartiles, indicate that the students in the experimental schools did, indeed, hold higher levels of aspiration after the experiment than they did previously. Indeed, in several instances (see Table 5), the level of aspiration of students in control schools went down. Thus, perhaps the greatest contribution of the Developmental Career Guidance Project has been in helping combat the deteriorating process that so often occurs in regard to the aspiration and, following, the achievement of inner-city youth.

Table 5

EXPERIMENTAL AND CONTROL SCHOOL RESULTS OF ADMINISTRATIONS

OF THE CAREER GUIDANCE SURVEY, LEVEL I 1965-70

Grades K-3 N's Noted

NORC Level of Aspiration Quartile

	N						I						II					
	1965	1966	1967	1968	1969	1970	1965	1966	1967	1968	1969	1970	1965	1966	1967	1968	1969	1970
**E1	298	270	238	243	243	251	28%	31%	31%	30%	29%	29%	25%	27%	29%	29%	27%	28%
C1	165	152	133	147	153	146	28	29	25	24	26	25	26	23	22	23	22	23
**E2	365	325	291	302	281	293	25	26	27	28	28	28	22	23	21	24	27	27
C2	330	313	303	311	317	306	25	26	24	25	26	25	21	23	24	24	25	24
**E3	320	310	303	317	263	283	24	27	28	27	28	29	23	28	29	31	27	29
C3	255	243	225	241	247	241	28	28	25	24	25	24	24	22	25	23	24	24
**Total Exp.	983	905	832	862	787	827	26	28	29	28	28	29	23	27	27	29	27	28
Total Control	750	708	661	699	717	693	26	27	24	24	26	25	23	23	24	23	24	24

**Difference between groups significant at .01 level, Kolmogorov-Smirnov Large Sample Two-Tailed Test.
Note: Percentage totals may not equal 100% because of rounding.

(Continued)

Table 5 (cont.'d)

EXPERIMENTAL AND CONTROL SCHOOL RESULTS OF ADMINISTRATIONS

OF THE CAREER GUIDANCE SURVEY, LEVEL L 1965-70

Grades K-3

N's Noted

NORC Level of Aspiration Quartile

	III						IV					
	1965	1966	1967	1968	1969	1970	1965	1966	1967	1968	1969	1970
**E1	22%	24%	23%	22%	25%	24%	25%	20%	17%	16%	19%	19%
C1	22	23	26	26	25	25	24	25	27	27	27	27
**E2	25	24	23	22	23	22	28	26	29	25	22	23
C2	24	22	24	26	25	25	30	29	28	28	24	26
**E3	25	24	23	22	24	23	28	22	20	20	21	19
C3	22	23	23	24	26	25	26	27	27	27	25	27
**Total Exp.	23	24	23	22	24	23	28	21	21	21	21	20
Total Control	23	23	25	25	25	25	28	27	27	28	25	26

**Difference between groups significant at .01 level, Kolmogorov-Smirnov Large Sample Two-Tailed Test.

Note: Percentage totals may not equal 100% because of rounding.

THE CG SURVEY, LEVEL II

The CG Survey, Level II, was administered to all fourth, fifth, and sixth grade students in the control and experimental schools in the project. The CG Survey, Level II, was designed, first, to tap the same North-Hatt alternatives that were presented in the Level I questionnaire for boys. We presented a somewhat related list for girls. It was felt, however, that certain of the occupations presented for boys would be inappropriate for girls. Thus, although the order of presentation and organization was identical, more feminine occupations were substituted. For example, a bookkeeper was substituted for mail carrier, sales clerk for a store clerk, cleaning woman for a janitor, a beautician for a barber, a welfare (social) worker for a musician, and so forth. A further change was also made in directions.

The Level I questionnaire is concerned with describing certain occupations and telling a story about them to capture the children's interests, in the upper surveys an attempt was made to tap different perceptions of jobs. For example, the survey is designed to ascertain student feeling toward jobs that they felt they could get. This represents an attempt to ascertain differences in the well documented differential perception between fantasy and reality.[1]

A second major purpose in the Level II survey was to gain certain substantive information regarding identifying data concerning individuals, (age, grade, number of siblings, and occupational level.) In addition, the Level II survey utilizes the incomplete sentence technique to ascertain values and to a certain extent,

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[1]The directions for this survey were developed primarily by the project director and William Van Hoose.

Table 6

EXPERIMENTAL AND CONTROL SCHOOL RESULTS ON ADMINISTRATIONS

OF THE CAREER GUIDANCE SURVEY, LEVEL II 1965-1970

Grades 4-6 N's Noted

NORC Level of Aspiration Quartile

	N						I						II					
	1965	1966	1967	1968	1969	1970	1965	1966	1967	1968	1969	1970	1965	1966	1967	1968	1969	1970
**E1	232	220	205	216	201	209	28%	29%	31%	32%	29%	31%	29%	35%	31%	32%	36%	33%
C1	197	172	159	151	157	152	30	30	29	29	28	28	27	27	26	26	25	26
**E2	215	210	188	203	194	186	24	26	21	26	31	29	24	23	28	28	30	30
C2	280	264	254	235	249	230	27	25	25	25	26	25	30	25	26	27	26	27
**E3	415	511	383	410	380	376	30	32	32	31	32	31	25	27	29	30	31	30
C3	290	275	233	247	258	251	30	28	27	28	27	27	26	27	26	26	26	26
**Total Exp.	862	841	776	829	775	771	29	29	30	31	30	31	25	28	30	30	30	31
Total Control	767	711	646	673	664	633	29	27	27	27	27	27	28	27	26	26	26	26

**Difference between groups significant at .01 level, Kolmogorov-Smirnov Large Sample Two-Tailed Test.
Note: Percentage totals may not equal 100% because of rounding.

(Continued)

Table 6 (cont.'d)

EXPERIMENTAL AND CONTROL SCHOOL RESULTS ON ADMINISTRATIONS

OF THE CAREER GUIDANCE SURVEY, LEVEL II 1965-1970

Grades 4-6

N's Noted

NORC Level of Aspiration Quartile

	III						IV					
	1965	1966	1967	1968	1969	1970	1965	1966	1967	1968	1969	1970
**E1	24%	21%	22%	23%	23%	22%	19%	15%	16%	16%	13%	14%
C1	25	25	22	23	24	24	18	17	23	22	23	22
**E2	24	26	27	24	22	23	28	25	24	21	17	18
C2	23	23	20	21	22	22	20	27	29	28	26	26
**E3	24	22	20	19	21	20	21	19	19	18	16	19
C3	24	26	23	24	24	24	20	19	24	25	23	23
**Total Exp.	25	24	22	21	22	22	21	19	18	18	18	16
Total Control	23	23	22	23	23	24	20	23	25	24	24	23

**Difference between groups significant at .01 level, Kolmogorov-Smirnov-Large Sample Two-Tailed Test.

Note: Percentage totals may not equal 100% because of rounding.

self-perception and perception of life and environment.(4) The results of the Level II survey seem to parallel, in several regards, the results of the Level I survey. There has been more growth in regard to occupational aspiration among the students in the experimental schools than those in the control schools. This growth leads to the conclusion that a comprehensive guidance program can help compensate for the effects of factors such as socio-economic environment and familial values. The importance of this conclusion is underlined by the Coleman report: "Of all the variables measured in the (Equality of Educational Opportunity) survey, the attitudes of student interest in school, self-concept and sense of environmental control show the strongest relations to achievement." (2)

IV. THE CG SURVEY, LEVEL III

The CG Survey, Level III has been administered to all students in grades 7-10 in the experimental and control schools. Although the reading level of this was rather high, the directions and method of administration modified during the preliminary field studies with the instrument attempted to compensate for this. The survey consists of 85 items and uses a separate answer sheet. The survey uses the multiple choice format as well as a number of Likert-type items designed to, first, gain some information concerning student attitudes and secondly, student perceptions of help received in school, from whom this help was received, and their perceptions of certain school personnel (counselors, teachers, principals, and certain individuals

in their environment.) The multiple choice items also attempted to gain identifying information concerning age, grade, sex, residence, siblings, mother's occupation, father's occupation, mother and father's education, length of residence in Detroit, future plans, achievement, and work experience. In addition, the same items presented in the Level I and II surveys were repeated.

Data gathered from the administration of the Level II survey follow:

Table 7

	Experimental Schools		Control Schools	
	1965	1970	1965	1970
N	3788	3268	2239	2880
Sex M	1820	1516	1016	1357
F	1968	1752	1223	1523

Table 8

Residence

	Single Home	Two Family	Large Apartment	Small Apartment
Experimental	66%	25%	6%	3%
Control	64%	24%	9%	3%

Table 9

Number of Siblings

	0	1	2	3	4 or more
Experimental	6%	12%	14%	15%	53%
Control	6%	14%	16%	16%	48%

Table 10

Parental Occupation

	Professional	Clerical and Sales	Factory	Custodian	Domestic	Housewife	Other
Experimental							
Mother	5%	9%	9%		13%	64%	
Father	2%	7%	71%	15%			5%
Control							
Mother	4%	11%	8%		10%	67%	
Father	3%	6%	70%	14%		7%	

Table 11

Parental Education

		Less than 8	Some High School	High School Grad.	Some College
Experimental	Mother	17%	28%	46%	9%
	Father	23%	38%	35%	4%
Control	Mother	16%	26%	48%	10%
	Father	21%	37%	36%	6%

A summary of attitudinal changes* include the following:

1. The aspiration level of the students in the experimental schools increased over the period while those in the control schools remained at the same level.

2. Students in the experimental schools expressed greater "surety" of choice over the period while students in the control schools remained at a "not sure" level.

3. Students in the experimental schools showed changes in values regarding careers in that they now value a "career where I can get ahead" over money. No change with control students.

4. Perceptions of counselors changed positively over the period, with no commensurate change by controls.

A comparison between growth in the secondary schools in the experimental and control regions indicated significant differences in the following items*:

13. WHAT ARE YOUR FUTURE PLANS REGARDING SCHOOL?

1.	Graduate from high school	EXPERIMENTAL
2.	Drop out of school this year	
3.	Drop out of school next year	
4.	Not sure, but likely to drop out	CONTROL
5.	Not sure, but likely to stay	

17. WHAT IS MOST IMPORTANT TO YOU IN YOUR CHOICE OF AN OCCUPATION?

1.	The amount of money I can make	
2.	Working with a friendly group of people	CONTROL
3.	Being sure of keeping my job	
4.	Being able to make my own decisions	
5.	Chance to get ahead, be promoted, etc.	EXPERIMENTAL

*See appendix for statistical data regarding the following.

19. I HAVE THOUGHT ABOUT ENTERING THE FOLLOWING NUMBER OF OCCUPATIONS:

1. None
2. One
3. Two — CONTROL
4. Three or four — CONTROL
5. Five or more — EXPERIMENTAL

20. FROM THE LIST BELOW, CHECK THE JOB YOU THINK YOU <u>WILL</u> GET WHEN YOU ARE OLDER:

Boys	Girls	
1. Taxi Driver	1. Waitress	
2. Barber	2. Beautician (hairdresser)	CONTROL
3. Musician	3. Welfare (social) worker	EXPERIMENTAL
4. Minister	4. Dentist	

24. CHECK <u>ONE</u> OF THE FOUR JOBS BELOW WHICH YOU MIGHT GET WHEN YOU GROW UP:

Boys	Girls	
1. Shoe Shiner	1. Cleaning Woman	
2. Assembly-line Machine Operator	2. Recreation Director	CONTROL
3. Accountant	3. Musician	
4. Banker	4. College Professor	EXPERIMENTAL

29. HOW SURE ARE YOU OF YOUR PRESENT CHOICE OF AN OCCUPATION?

1. Very sure — EXPERIMENTAL
2. Sure — EXPERIMENTAL
3. Not so sure — CONTROL
4. Not sure at all
5. Completely up in the air

31. WHEN I CHOOSE MY CAREER IT WILL BE <u>MOST</u> IMPORTANT TO ME:

1. To find a career where I can make a lot of money — CONTROL
2. To choose a career my parents approve of — CONTROL
3. To find a career where I can get ahead
4. To find a career where I can't get laid off or fired — EXPERIMENTAL
5. To find a career where I could wear a tie and a white collar — EXPERIMENTAL

<u>EACH OF THE FOLLOWING INDICATED POSITIVE GROWTH IN EXPERIMENTAL SCHOOLS:</u>

34. The results of the aptitude and achievement tests I have taken have been helpful to me in my planning for the future.

35. I think the guidance counselor's job is important.

38. The job of a guidance counselor is to help students with any problems they have.

39. The job of a guidance counselor should be to discipline students.

41. I would like to be able to go to the guidance counselor to discuss any problems I have trouble with.

42. I would rather discuss any problems I have with a teacher, rather than a guidance counselor.

45. The guidance counselor has helped me in deciding whether or not I should go to college or some other type of school <u>after</u> high school.

51. The guidance counselors in this school care about all students.

60. Teachers in my school seem to be interested in and want to help students.

62. I have received help in knowing about job opportunities and requirements.

63. I have been helped to understand my strengths and weaknesses.

64. I have been helped to understand aptitude, achievement, and interest tests I have taken.

66. Assistance in planning your high school program.

68. Assistance in understanding test results.

69. Assistance in making future career plans.

70. Assistance in solving your personal problems.

72. Assistance in gaining information about various jobs.

73. Assistance in gaining information about jobs in your community.

77. What career should I choose?

78. What shall I do after high school?

79. What college (or other school) should I attend after high school?

80. What are my academic strengths and weaknesses?

81. What does it take to become a (any occupation)?

82. What can I do about this personal problem?

84. What kind of job can I get after I leave high school?

VOCATIONAL MATURITY

There is evidence of growth in vocational maturity among the students of the experimental high school (School E). Vriend (6, 7) investigated this variable using the population of 12A's who comprised the January, 1968, graduating class and compared them to their counterparts in the control school (School C).

Based on vocational development theory and research, a rationale for the incorporation of six vocational maturity components which would serve as contributors to the total Vocational Maturity Rating (VMR) was formulated in his study. The six components included: 1) School achievement as determined by report card grades; 2) Agreement between levels of vocational aspiration and expectation; 3) Vocational and Educational Planning; 4) Participation in Activities, in and out of school; 5) Vocationally-related Self-knowledge; and 6) General Job knowledge. An instrument which yielded subscores in these component areas, the Vocational Educational Survey (V-ES), was constructed, tested in a pilot study, and administered to the experimental and control school groups. The study was based on the Posttest-Only Control Group Research Design, (1) and appropriate statistical tests were employed.

Some of the more salient results of the study are summarized in Table 12.

Table 12

ANALYSIS OF VARIANCE OF VOCATIONAL MATURITY RATING DIFFERENCES BETWEEN COMPARED GROUPS

School	Sex	Curriculum	N	VMR MEAN	SD	df	F RATIO
E	Both	All 3	168	515.46	96.70		
C	Both	All 3	112	360.36	113.39	278	149.6***
E	Both	Coll. Prep.	53	566.45	101.96		
C	Both	Coll. Prep.	31	450.90	106.00	82	23.91***
E	Both	Commercial	74	499.36	96.23		
C	Both	Commercial	36	376.17	97.47	108	39.11***
E	Both	Other	41	478.59	56.27		
C	Both	Other	45	287.36	76.94	84	170.22***
E	Boys	All 3	86	504.80	81.25		
C	Boys	All 3	64	361.70	124.86	148	71.65***
E	Girls	All 3	82	526.63	110.02		
C	Girls	All 3	48	358.60	97.56	128	76.63***
E	Boys	All 3	86	504.80	81.25		
E	Girls	All 3	82	526.63	110.02	166	2.15
C	Boys	All 3	64	361.70	124.86		
C	Girls	All 3	48	358.60	97.56	110	0.02

***p .001

It can be seen in Table 12 that mean scores for vocational maturity ratings are significantly higher in each case for the experimental school. Thus, the results indicate that inner-city high school students who have been exposed to a two-year program of structured career-related activities show a greater degree of vocational maturity in their last semester in high school than similar students who have not. Moreover, the significantly higher vocational maturity mean scores for the experimental group are maintained when like curricular or sex groups are compared. Of

great importance is the fact that students in the experimental school in the curriculum labled "other", that general category into which the least motivated and least academically able students tend to fall, received a higher mean VMR (478.59) than the college preparatory students in the control school (450.90). Thus, the program of structured career-related activities appears to be reaching every student in the school, including those who are traditionally the least likely to benefit from a school-wide program.

Table 13 also shows that the experimental program is not having unequal affects on boys and girls: there is no significant difference in VMR's when boys and girls are compared in either school.

The results given in Table 13 are based on comparisons made between various groups using on the Total Score (VMR) of the V-ES, which is a summation of the six component scores. Table 13 shows comparisons made between the experimental and control groups in each of the six vocational maturity component areas.

Table 13 shows that the experimental group significantly exceeded the control group on all vocational maturity submeasures. They knew more about the world of work and about themselves. They took more actual steps toward post-graduation work or school goals. They participated in more activities in and out of school. They had more actual paid work experience and their on-the-job earnings were higher (these two factors were measured as a part of the "Activities" score). They aspired to higher

vocational goals and had a higher degree of confidence that these goals would be realized. They acquired higher grades in school.

Table 13

VOCATIONAL MATURITY COMPONENT DIFFERENCES BETWEEN EXPERIMENTAL AND CONTROL SCHOOLS: ANALYSIS OF VARIANCE

V-ES Category	School	N	Mean Score	S.D.	F Ratio
School Achievement	E	168	142.51	74.74	44.27***
	C	112	86.35	59.91	
Agreement Between Aspiration and Expectation	E	168	66.82	15.83	54.35***
	C	112	47.07	28.75	
Vocational Planning	E	168	89.05	16.81	170.81***
	C	112	55.85	25.71	
Activities, in and out of School	E	168	56.22	22.63	32.38***
	C	112	39.45	26.25	
Self Knowledge	E	168	105.85	20.57	22.46***
	C	112	92.16	23.87	
Job Knowledge	E	168	56.01	14.18	61.54***
	C.	112	40.00	19.97	

***p .001, df = 278

This brief resume of the findings of Vriend's Vocational maturity study of second semester seniors in the Project high school compared with those in the control school has presented only the more dramatic features of that investigation. His results clearly demonstrate, however, that a program which integrates vocationally related knowledge and activities into the total educational experience of inner-city youth can positively influence vocational development.

Jalkanen, in a study using the Crites Vocational Development Inventory, (3) found that students in the DCG schools achieved higher scores than students in comparable schools as shown in Table 14.

Table 14

A COMPARISON OF ATTITUDE SCALE MEANS FOR SPECIAL GROUPS BY GRADE WITH IOWA NORMS

GROUP	GRADE	MEAN	IOWA MEAN
MICHIGAN STUDIES			
SUBURBAN INTEGRATED			
(Caucasian & Negro)	6	24.11	36.50
	8	26.48	29.26
	10	34.24	37.81
	12	35.12	39.00
SUBURBAN SEGREGATED			
(White)	6	25.63	36.50
	8	30.64	29.26
	10	35.02	37.81
	12	34.16	39.00
URBAN EXPERIMENTAL			
(Negro Disadvantaged)	6	28.50	36.50
	8	33.68	29.26
	10	33.31	37.81
	12	34.16	39.00
URBAN CONTROL			
(Negro Disadvantaged)	6	22.12	36.50
	8	26.93	29.26
	10	29.83	37.81
	12	32.45	39.00

In order for a program to be judged effective, however, changes in perception must be accompanied by changes in behavior. Consequently the following data are of importance in evaluating the DCG Project. The first area of behavior concerns dropping out or staying in school. Although the path to upward mobility in the United States has been labeled education, the inner-city youngster has often been either unable or unwilling to avail himself of this opportunity. In the experimental high school region this had been marked by a "cumulative survival rate" of 38.7%. In other words, "of the original students who registered as tenth graders over 60% had left before graduation". Consequently, whether or not students were staying in school in greater numbers represents a crucial test of the project's effectiveness.

Table 15

Dropout Rate in Class of 1968 by Year*
Experimental and Control Schools

	Experimental School				Control School		
	September Membership	Dropouts**	Rate		September Membership	Dropouts**	Rate
				Boys			
a.	433	16	4%		319	60	19%
b.	362	82	23%		289	60	21%
c.	300	46	15%		202	51	25%
				Girls			
a.	438	42	9%		339	52	15%
b.	338	68	20%		252	49	19%
c.	304	39	13%		199	24	12%
				Total			
a.	871	58	7%		658	112	17%
b.	700*	150	21%		541	109	19%
c.	604	85	14%		401	75	19%
Total Percentage Loss for Class of 1968			34%				44%
Total Percentage Loss for Class of 1965			61%				43%

Transfers, etc. are not included, so membership less dropouts does not equal the next year's membership.

*In September 1966, approximately 100 students in this class transferred to "open" outer-city schools. The majority of these students were probably those who would have stayed to graduate.

** Voluntary and Involuntary

a. 1965-6 (10th grade) b. 1966-7 (11th grade) c. 1967-8 (12th grade)

Table 16

Dropout Rate in Class of 1969 by Year
Experimental and Control Schools

Experimental School				Control School		
September Membership	Dropouts**	Rate		September Membership	Dropouts**	Rate
			Boys			
a. 448	107	24%		312	86	28%
b. 350	87	25%		243	54	22%
c. 274	41	15%		233	41	18%
			Girls			
a. 485	77	16%		295	46	16%
b. 370	65	17%		215	43	20%
c. 305	44	14%		187	34	18%
			Total			
a. 933	184	20%		607	132	22%
b. 720	152	21%		458	97	21%
c. 579	85	14%		420	75	18%
Total Percentage Loss for Class of 1969		45%				50%

**Voluntary and Involuntary
a. 1966-67 (10th grade)
b. 1967-68 (11th grade)
c. 1968-69 (12th grade)

Table 17

Dropout Rate in Class of 1970 by Year
Experimental and Control Schools

Experimental School				Control School		
September Membership	Dropouts**	Rate		September Membership	Dropouts**	Rate
			Boys			
a. 482	104	20%		324	63	19%
b. 372	81	21%		287	83	29%
c. 294	40	14%		190	71	37%
			Girls			
a. 527	93	18%		247	50	20%
b. 431	67	13%		245	68	28%
c. 345	44	13%		153	41	27%
			Total			
a.1,040	197	18%		671	113	19%
b. 803	148	18%		532	151	28%
c. 639	84	13%		343	112	32%
Total Percentage Loss for Class of 1970		41%				55%

**Voluntary and Involuntary
a. 1967-68 (10th grade)
b. 1968-69 (11th grade)
c. 1969-70 (12th grade)

Table 18

Experimental and Control School Groups
Progress in Composite Achievement Test*Scores in Mean Stanines 1965-1968
(National Mean 5.00)

	1965 Mean		1968 Mean	Difference
Grade 4B		Grade 6B		
Experimental	3.12		3.23	+.11
Control	3.75		3.24	-.51
Grade 6B		Grade 8B		
Experimental	2.87		3.04	+.17
Control	3.30		3.14	-.16
Grade 8B		Grade 10B		
Experimental	3.11		3.24	+.13
Control	3.55		3.49	-.06
Grade 10B		Grade 12B		
Experimental	3.33		3.54	+.21
Control	3.96		3.74	-.22

*Iowa Basic Skills and Sequential Tests of Educational Development

	4B	6B	8B	10B	12B
1965 N's:					
Experimental	210	180	624	549	---
Control	174	143	426	383	---
1968 N's:					
Experimental	228	204	598	446	336
Control	198	144	436	284	235

At the time of graduation from high school, choices must become reality. Thus, if developmental career guidance is to be truly effective students must be more sure in their plans and should be making plans more commesurate with their potential. The following table summarizes plans of January and June graduates of the experimental and control schools in 1965, 1968, 1969, and 1970.

*See Appendix for synopsis of the Detroit Schools evaluation for additional test score information.

Table 19

POST HIGH SCHOOL PLANS OF GRADUATING SENIORS IN EXPERIMENTAL AND CONTROL HIGH SCHOOLS JANUARY AND JUNE 1965-1970

	Enter College	Enter Other School	Obtain Employ-ment	Job Promised	Other	N
Experimental						
Jan.65	36 (11%)	37 (12%)	220 (68%)	40 (12%)	26 (8%)	319
Jan.68	57 (33%)	34 (20%)	78 (45%)	45 (26%)	2 (1%)	171
Jan.69	58 (39%)	9 (7%)	78 (53%)	37 (26%)	3 (1%)	148
Jan.70	36 (37%)	11 (11%)	45 (47%)	38 (39%)	5 (5%)	97
Jun.65	82 (25%)	46 (14%)	144 (35%)	30 (8%)	60 (16%)	362
Jun.68	126 (40%)	21 (7%)	147 (48%)	109 (36%)	3 (1%)	308
Jun.69	120 (41%)	14 (5%)	153 (53%)	122 (42%)	5 (1%)	290
Jun.70	121 (33%)	53 (15%)	112 (32%)	102 (30%)	63 (18%)	349
Control						
Jan.65	7 (10%)	11 (16%)	41 (58%)	8 (11%)	12 (17%)	71
Jan.68	18 (20%)	11 (13%)	43 (61%)	10 (11%)	6 (7%)	98
Jun.65	64 (27%)	23 (10%)	133 (56%)	18 (7%)	9 (4%)	249
Jun.68	51 (25%)	20 (10%)	132 (63%)	10 (5%)	5 (2%)	208
Jun.69	48 (26%)	24 (11%)	120 (54%)	14 (6%)	7 (3%)	221
Jun.70	52 (24%)	20 (9%)	121 (56%)	16 (7%)	9 (4%)	218

The 1965 experimental school figures represent the graduating classes from the two high school from which the experimental school population was drawn.

A challenge facing guidance personnel is to evaluate vocational guidance practices through follow-up studies to determine how well current practices are providing youth with the personal skills to cope with the world of work. The students in a follow-up study were exposed to the career related activities of the Developmental Career Guidance project for at least three years. The follow-up was conducted six months after graduation.

Central to the purpose of the study was to measure the vocational behaviors of the graduates to determine whether their career progress was systematic and had direction or whether it was random and without direction.

VOCATIONAL PROGRESS AND COPING BEHAVIOR OF GRADUATES*

METHOD

In the final semester of their graduating year students in the Developmental Career Guidance project and students in the control high school were asked to indicate what career plans they realistically expected to be implementing in fifteen years. The rationale for this approach was that students in fifteen years would be entering the establishment stage. (5) Six months after graduation the students' actual status was determined through a follow-up survey. The differences in the vocational behavior between what was verbalized at graduation prior to job entry and what the student either actually was engaged in or the way in which it was judged that he implemented his self concept (5) was used to determine the student's progress. Students who continued to maintain and enhance their career plans were judged as making positive progress while those who were considered floundering in their career plans were judged as making negative progress.

It may be seen that analysis of variance of vocational maturity ratings of experimental and control groups yielded a significant F ratio. Significant F ratios for differences between experimental and control groups score on each of six components of vocational maturity areas measured.

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*The following data are summarized from: Giroux, Roy F. The Vocational Progress of Seniors in Two Inner-City High Schools: A Follow-Up Study. Unpublished doctoral dissertation, Wayne State University, 1970.

TABLE 20

Vocational Maturity Rating Differences: Experimental and Control Schools[a]

V-ES Category	School Group	N	Mean	S.D.	F
		Vocational Maturity Rating			
TOTSC	Sch. E	279	544.996	89.765	
	Sch. C	187	407.578	110.826	223.762***
		Component Scores			
ACHSC	Sch. E	279	146.459	54.663	
	Sch. C	187	100.979	47.260	85.871***
AGRSC	Sch. E	279	67.383	36.741	
	Sch. C	187	47.995	24.377	103.135***
VPLSC	Sch. E	279	98.333	18.751	
	Sch. C	187	69.251	23.599	217.240***
ACTSC	Sch. E	279	67.043	18.893	
	Sch. C	187	45.508	21.498	129.514***
SKNSC	Sch. E	279	106.602	20.551	
	Sch. C	187	100.663	23.574	8.263**
JKNSC	Sch. E	279	59.176	15.970	
	Sch. C	187	43.182	17.139	105.486***

***Significant at the .001 level with df=465.
** Significant at the .101 level.
* Significant at the .05 level.

[a]In this and subsequent tables references to the section of the V-ES will be designated as follows: TOTSC= Total Score, or Vocational Maturity Rating; ACHSC=School Achievement Score; AGRSC=Agreement; Levels of Vocational Aspiration and Expectation Score; VPLSC=Vocational Planning Score; ACTSC=Activities, In and Out-of-School Score; SKNSC=Self-Knowledge Score; and JKNSC=Job Knowledge Score.

An analysis of variance of the vocational maturity ratings of the curricular groups of the experimental and control groups yielded a significant F ratio in each case. The instances in which differences were not significant were: 1) between college preparatory groups on a measure of vocational self-knowledge; and 2) between commercial groups in the same measure.

The evidence suggests that inner-city high school seniors in the various curricula of the experimental school who have been exposed to at least three years of structured career-related activities are more vocationally mature than their counterparts in the control school who have not been exposed to such a program.

TABLE 21

Vocational Maturity Ratings of Curricular Groups in School E Compared With Similar Groups in School C

V-ES Category	School	Curriculum	N	Mean	S.D.	df	F
		Vocational Maturity Rating					
TOTSC	E	Coll. Prep.	109	591.651	106.158	190	79.286**
	C	Coll. Prep.	82	454.699	110.762		
	E	Commer.	110	527.346	88.742		
	C	Commer.	65	396.691	93.356	174	73.638**
	E	Other	60	492.600	61.588		
	C	Other	40	328.775	79.728	99	130.596**
		Component Scores					
ACHSC	E	Coll. Prep.	109	168.275	48.92		
	C	Coll. Prep.	82	125.915	48.429	190	35.021**
	E	Commer.	110	148.000	57.571	174	
	C	Commer.	65	94.600	36.248	174	44.790**
	E	Other	60	104.000	28.263		
	C	Other	40	60.225	22.291	99	66.472**
AGRSC	E	Coll. Prep.	109	68.807	15.204		
	C	Coll. Prep.	82	54.878	25.134	190	22.286**

(Continued)

TABLE 21 (Continued)

V-ES Category	School	Curriculum	N	Mean	S.D.	df	F
	E	Commer.	110	65.807	18.763		
	C	Commer.	65	46.154	20.206	174	40.340**
	E	Other	60	68.333	15.046		
	C	Other	40	36.875	24.359	99	62.372**
VPLSC	E	Coll. Prep.	109	106.835	18.680		
	C	Coll. Prep.	82	74.939	24.896	190	101.258**
	E	Commer.	110	89.727	15.592		
	C	Commer.	65	67.553	20.973	174	63.299**
	E	Other	60	98.667	16.977		
	C	Other	40	60.375	22.883	99	93.299**
ACTSC	E	Coll. Prep.	109	75.919	20.756		
	C	Coll. Prep.	82	50.671	20.686	190	68.708**
	E	Commer.	110	60.045	15.113		
	C	Commer.	65	41.769	23.286	174	39.025**
	E	Other	60	63.750	14.652		
	C	Other	40	41.000	17.364	99	48.803**
SKNSC	E	Coll. Prep.	109	108.881	19.088		
	C	Coll. Prep.	82	103.662	22.426	190	3.020
	E	Commer.	110	106.164	20.616		
	C	Commer.	65	102.846	20.405	174	1.052
	E	Other	60	103.267	22.402		
	C	Other	40	91.050	27.789	99	5.752*
JKNSC	E	Coll. Prep.	109	62.936	15.973		
	C	Coll. Prep.	82	44.634	18.271	190	55.320**
	E	Commer.	110	57.955	14.259		
	C	Commer.	65	43.769	16.220	174	36.036**
	E	Other	60	54.583	17.328		
	C	Other	40	39.250	16.791	99	18.875**

**Significant at the .001 level.
* Significant at the .01 level.
  Significant at the .05 level.

A comparison of vocational progress in the experimental and control schools indicated that inner-city seniors who experienced an organized program of vocationally related activities were more successful in making progress in coping with vocational behaviors than similar students who had not been exposed to the same planned program.

TABLE 22

A Comparison of Vocational Progress In The Experimental and Control Schools

Category	School E	School C	Totals
Positive Progress	137	33	170
Negative Progress	82	109	191
Totals	219	142	361

Chi Square=53.46 for 1 degree of freedom.
Significant at the .01 level.

The results suggest that students in the DCG high school exposed to a three year program of a structured career-related activities made more vocational progress than similar students who did not have the same exposure.

An analysis of Tables 23, 24, 25 compares the vocational progress of the curricular groups of the students in the experimental and control schools.

TABLE 23

A Comparison of the Vocational Progress of Students in the Academic Curriculums Of the Experimental and Control Schools

Category	School E	School C	Totals
Positive Progress	72	22	94
Negative Progress	28	48	76
Totals	100	70	170

Chi Square=27.43 for 1 degree of freedom.
Significant at the .01 level.

TABLE 24

A Comparison Of The Vocational Progress
Of Students In The Business Curriculums
Of The Experimental
And Control Schools

Category	School E	School C	Totals
Positive Progress	48	8	56
Negative Progress	29	35	64
Totals	77	43	120

Chi Square=21.22 for 1 degree of freedom.
Significant at the .01 level.

TABLE 25

A Comparison Of The Vocational Progress
Of Students In Other Curriculum In
The Control and Experimental Schools

Category	School E	School C	Totals
Positive Progress	17	3	20
Negative Progress	25	26	51
Totals	42	29	71

Chi Square=7.71 for 1 degree of freedom.
Significant at the .01 level.

A Comparison of Coping Behaviors

The measures used for determining vocational progress were 'coping behaviors'. Table 26 and 27 analyze the differences in the 'coping behavior' ratings in the experimental and control school.

TABLE 26

A Comparison Of Coping Behavior In Experimental and Control Schools

Category	School E	School C	Totals
Instrumentation	27	8	35
Trial	94	23	117
Establishment	16	2	18
Floundering	82	109	191
Totals	219	142	361

Chi Square=54.14 for 3 degrees of freedom.
Significant at the .01 level.

The chi square value (54.14) significant at the .01 level in Table 26 indicates that there is a significant difference in the 'coping behavior' measures used in both the experimental and control schools. It can be concluded that this did not occur by chance. It can further be concluded that the vocational progress of the experimental school can be attributed to the career-related program.

TABLE 27

Comparison of Coping Behavior And Unrated Classifications in Control and Experimental Schools

Category	School E	School C	Totals
Instrumentation	27	8	35
Trial	94	23	117
Establishment	16	2	18
Flourdering	82	109	191
No Response	12	4	16
Housewife	9	9	18
Military	4	9	13
Totals	244	164	408

Chi Square=60.67 for 6 degrees of freedom.
Significant at the .01 level.

Further chi square test results are presented in Table 28. These were conducted to determine if there would be a difference in the experimental and control because of the unrated classifications (no response, housewife, military).

The results indicated that adding the unrated classifications did not make a difference. The chi square value (60.67) was significant at the .01 level.

There appears to be overwhelming evidence that leads to the conclusions that students exposed to the DCG Program made greater vocational progress in coping with vocational behaviors than similar students who have not been exposed to the same planned program.

TABLE 28

Status of Students In Experimental And Control Schools By Curriculums Six Months After Graduation

STATUS	School	ACADEMIC N	ACADEMIC %	BUSINESS N	BUSINESS %	OTHER N	OTHER %	TOTAL N	TOTAL %
Student	E	72	69.23	45	50.56	21	41.18	138	56.56
	C	46	58.97	22	42.31	15	39.47	83	49.40
Employed	E	25	24.04	31	34.83	25	49.02	81	33.20
	C	22	28.21	18	34.62	10	26.32	50	29.76
Unemployed	E	2	1.92	7	7.87	4	7.84	13	5.33
	C	3	3.85	9	17.31	6	15.79	18	10.71
Military	E	2	1.92	1	1.12	1	1.96	4	1.64
	C	2	2.56	2	3.85	5	13.16	9	5.36
Housewife	E	2	1.92	5	5.62	0	0.00	7	2.87
	C	5	6.41	1	1.91	2	5.26	8	4.76
TOTALS	E	104	100.00	89	100.00	51	100.00	244	100.00
	C	78	100.00	52	100.00	38	100.00	168	100.00

It should be noted that School E had a greater percentage of students going to College and a greater percentage employed, with approximately only half the percentage unemployed. These differences in the results can be attributed to the Career-Related Program in the experimental school.

Table 29 is a self estimate rating indicating to what degree the career guidance program was facilitative in developing and implementing career plans. Eighty-six percent of the students in School E rated their program as good or excellent while only 36 percent of the students in School C gave their program similar ratings. It is also significant to compare the percentage of students that rated their program as poor. (School E 3.69 percent, School C 42.86 percent).

Once again it was demonstrated that the students of School E received a program of career activities that assisted them to plan and implement in their career plans.

TABLE 29

A Rating of the Level of Assistance of Career Guidance Program Of The Students In Experimental and Control Schools By Curriculums

	School	ACADEMIC N	ACADEMIC %	BUSINESS N	BUSINESS %	OTHER N	OTHER %	TOTAL N	TOTAL %
Excellent	E	32	30.77	25	28.09	11	21.57	68	27.87
	C	8	10.26	3	5.77	2	5.26	13	7.74
Good	E	57	54.81	49	55.06	34	66.67	140	57.38
	C	23	29.49	16	30.77	9	23.68	48	28.57
Fair	E	11	10.58	12	13.48	4	7.84	27	11.06
	C	16	20.51	11	21.15	8	21.06	35	20.83
Poor	E	4	3.84	3	3.37	2	3.92	9	3.69
	C	31	39.74	22	42.31	19	50.00	72	42.86
TOTAL	E	104	100.00	89	100.00	51	100.00	244	100.00
	C	78	100.00	52	100.00	38	100.00	168	100.00

Students Attending Further Training

Table 30 provides an overview of the type of institutions attended by students in the population. An examination of the data suggests that School E has a somewhat better distribution among the various types of institutions. For example School C has the majority of their students (63.86 percent) attending four year institutions. It is suggested that low achieving minority youth would be in academic difficulty especially when there is such a high percentage of attendance from the non-college preparatory programs. The investigator further suggests that the experimental program in School E aided students to make more realistic choices.

TABLE 30

The Types of Institutions Attended By Students In Experimental And Control Schools By Curriculums

	School	ACADEMIC N	ACADEMIC %	BUSINESS N	BUSINESS %	OTHER N	OTHER %	TOTAL N	TOTAL %
2 Year Terminal	E	6	8.33	17	36.96	3	14.29	26	18.71
	C	1	2.17	4	18.18	2	13.33	9	10.84
2 Year Transfer	E	15	20.83	17	36.96	5	23.81	37	26.62
	C	2	4.35	4	18.18	3	20.00	9	10.84
4 Year	E	49	68.06	10	21.73	8	38.09	67	48.20
	C	38	82.61	7	31.82	8	53.33	53	63.86
Other	E	2	2.78	2	4.35	5	23.81	9	6.47
	C	5	10.87	7	31.82	2	13.33	14	16.87
TOTAL	E	72	100.00	46	100.00	21	100.00	139	100.00
	C	46	100.00	22	100.00	15	100.00	83	100.00

This is supported by the data in Table 31 which indicates that more than 82 percent of those students in School E were passing six months after high school graduation where only 36.58 percent of the students in School C were passing. This evidence supports the notion that students in School E did make more realistic choices.

TABLE 31

Number and Percentage of Students in Post Secondary Training, Passing and Failing In Experimental and Control Schools By Curriculums

	School	ACADEMIC N	ACADEMIC %	BUSINESS N	BUSINESS %	OTHER N	OTHER %	TOTAL N	TOTAL %
Passing	E	59	81.95	38	82.61	18	85.71	115	82.73
	C	26	57.78	2	9.09	2	13.33	30	36.58
Failing	E	13	18.05	8	17.39	3	14.29	24	42.22
	C	19	42.22	20	90.91	13	86.67	52	63.42
TOTAL	E	72	100.00	46	100.00	21	100.00	139	100.00
	C	45	100.00	22	100.00	15	100.00	82	100.00

Table 32 further serves to support this notion. Here it can be seen that despite the high rate of failure in School C, 15.6 percent are aspiring to graduate school, compared to 7.9 percent of School E. This serves to further support the conclusion that an unrealistic aspiration level exists among

students in the control school.

TABLE 32

Plans After Graduation From College Of The Students Experimental And Control School By Curriculum

		ACADEMIC N	%	BUSINESS N	%	OTHER N	%	TOTAL N	%
School									
Graduate School	E	9	12.50	1	2.17	1	4.76	11	7.91
	C	10	21.74	2	9.09	1	6.67	13	15.66
4 Year College	E	14	19.44	14	30.44	4	19.02	32	23.02
	C	2	4.35	4	18.18	3	20.00	9	10.84
Employment	E	41	56.95	25	54.35	14	66.67	80	57.55
	C	31	67.39	14	63.64	10	66.66	55	66.26
Other	E	8	11.11	6	13.04	2	9.52	16	11.51
	C	3	6.52	2	9.09	1	6.67	6	7.22
TOTAL	E	72	100.00	46	100.00	21	100.00	139	100.00
	C	46	100.00	22	100.00	15	100.00	83	100.00

The previous data and discussion provide further evidence that the broad spectrum of experiential knowledge provided to disadvantaged youth assisted them to make

vocational progress by effective and realistic implementation of self concept. The fact that students of School E had higher vocational maturity ratings were judged as making more vocational progress, and now in actual implementation have for the most part made realistic educational choices in which they are finding success, clearly demonstrates the significant contribution that the structured program of career-related activities had made to the vocational development of the minority youth in the experimental school. This is further supported in the manner the students in the experimental school rate the assistance provided by their career guidance program.

D. Working Students

(a) Length of Employment

Table 33 indicates the length of employment of working students in their present occupation. It should be noted that 41.17 percent of the students of School C had been working on their present job for less than three months compared to only 19.64 percent in School E. This was even more meaningful when one considers that School C had doubled the unemployment rate, and that School E had as many as 36 percent of their students working for as many as two years, compared to 73 percent in School C. Analysis of Table 34 shows that more than 68 percent of the working students in School E have changed jobs no more than once compared to 27.9 percent of the students in School C.

TABLE 33

The Length of Employment of Working Students in Experimental and Control Schools

	School	No.	Percent
0 - 3 Months	E	16	19.64
	C	28	41.17
3 - 6 Months	E	41	43.61
	C	17	25.00
6 - 12 Months	E	18	19.14
	C	5	7.35
1 - 2 Years	E	4	4.25
	C	0	0.00
More than 2 Years	E	2	2.12
	C	0	0.00
No Response	E	13	13.82
	C	18	26.47
TOTAL	E	94	100.00
	C	68	100.00

TABLE 34

The Number and Percentage of Times Students Have Changed Jobs In Experimental and Control Schools

	School	No.	Percent
None	E	53	56.38
	C	5	7.35
Once	E	12	12.76
	C	14	20.58
Twice	E	11	11.70
	C	20	29.41
Three Times	E	5	5.31
	C	8	11.76
Four Times	E	0	0.00
	C	3	4.41
More than Four times	E	0	0.00
	C	0	0.00
No response	E	4	13.82
	C	18	26.47
TOTAL	E	94	100.00
	C	68	100.00

Job Satisfaction

An analysis of Tables 35,36, and 37 reveals the degree of the self estimated job satisfaction of the working students in the study population. Table 35 shows that 71.2 percent of the working students in School E indicated a "liking" for their present job compared to 30.8 percent in School C. Further, Table 36 shows that 60.6 percent of the working students in School E probably would not change their jobs compared to 24.9 percent in School C. Finally Table 37 shows that 80.8 percent of the students of School E estimate that they "like" their job compared to others, as contrasted with 48.5 percent of the working students in School C.

TABLE 35

Self-Estimates of How Working Students "Like" Their Present Jobs In Experimental And Control Schools

	School	No.	Percent
I Hate It	E	1	1.06
	C	3	4.41
I Dislike It	E	5	5.31
	C	6	8.82
I Don't Like It	E	13	13.82
	C	13	19.11
I am Indifferent to It	E	8	8.51
	C	25	36.76
I Like It	E	18	19.14
	C	11	16.17
I Am Enthusiastic About It	E	32	34.04
	C	7	10.29
I Love It	E	17	18.08
	C	3	4.41
No Response	E	0	0.00
	C	0	0.00
TOTAL	E	94	100.00
	C	68	100.00

TABLE 36

Self-Estimate of How Working Students In Experimental and Control Schools Feel About Changing Jobs

	School	No.	Percent
I would quit at once if I could get anything else	E	0	0.00
	C	3	4.41
I would take almost any other job in which I could earn as much as I am now	E	3	3.19
	C	6	17.64
I would like to change both my job and occupation	E	7	7.44
	C	12	17.64
I would like to exchange my present job for another job in the same line of work	E	16	17.02
	C	14	20.58
I am not eager to change my job, but would do so, if I could get a better job	E	11	11.02
	C	16	23.52
I cannot think of any jobs for which I would exchange mine	E	13	13.82
	C	11	16.17
I would not exchange my job for any other	E	44	46.80
	C	6	8.82
No response	E	0	0.00
	C	0	0.00
TOTAL	E	94	100.00
	C	68	100.00

Conclusions

Once again it has been demonstrated that the working students of School E who have been judged as making greater vocational progress than similar students in School C have also changed jobs less frequently, have remained in the

same job for longer periods of time, have estimated a greater liking for their present jobs and are less likely to change jobs as their counterparts in School C.

This additional data further suggests that the program of career activities in the experimental school helped the students who chose to work to make choices where they could implement their self concept in a satisfying and harmonious way.

TABLE 37

Self-Estimate of How Working Students In Experimental and Control School Like Their Job Compared To "Other People"

	School	No.	Percent
No one likes his job better than I like mine	E	37	39.36
	C	3	4.41
I like my job much better than most people like theirs	E	24	25.53
	C	11	16.17
I like my job about as well as most people like theirs	E	15	15.95
	C	19	27.94
I dislike my job more than most people dislike theirs	E	15	15.95
	C	26	38.23
No one dislikes his job more than I dislike mine	E	3	3.19
	C	9	13.23
No response	E	0	0.00
	C	0	0:00
TOTAL	E	94	100.00
	C	68	100.00

TABLE 38

Self-Rated Level of Satisfaction with Progress of Career Plans Since Graduation of Students In Experimental And Control Schools By Curriculums

	School	ACADEMIC N	ACADEMIC %	BUSINESS N	BUSINESS %	OTHER N	OTHER %	TOTAL N	TOTAL %
Very Satisfied	E	22	21.15	16	17.98	6	11.76	44	18.03
	C	27	34.62	6	11.54	3	7.89	36	21.43
Satisfied	E	51	49.04	42	47.19	25	49.02	118	48.36
	C	11	14.10	17	32.69	12	31.58	40	23.81
Not Satisfied	E	20	19.23	19	21.35	12	23.53	51	20.90
	C	26	33.33	18	34.62	13	34.21	57	33.93
Very Dissatisfied	E	11	10.58	12	13.48	8	15.69	31	12.71
	C	14	17.95	11	21.15	10	26.32	35	20.83
TOTAL	E	104	100.00	89	100.00	51	100.00	244	100.00
	C	78	100.00	52	100.00	38	100.00	168	100.00

An Analysis of Table 38 indicates that 66.3 percent of the students in School E reported they are satisfied with their career plans compared to 45.2 percent in School C.

Educational Plans of Students Attending College

Table 39 indicates that 65.9 percent of the students in School E reported that they were satisfied with their educational programs compared to 46.9 percent of the students in School C.

TABLE 39

Self-Estimated Ra ing of Satisfaction With Educational Program In Careers of Stu ients By Curriculums In Experimental And Control Schools

	School	ACADEMIC N	%	BUSINESS N	%	OTHER N	%	TOTAL N	%
Very Satisfied	E	20	27.78	6	13.33	4	19.05	30	21.73
	C	5	10.87	3	13.64	1	6.66	9	10.84
Satisfied	E	36	50.00	18	40.00	7	33.33	61	44.20
	C	21	45.65	5	22.73	4	40.00	30	36.14
Not Satisfied	E	13	18.05	12	26.67	7	33.33	32	23.18
	C	12	26.09	8	36.36	6	26.67	26	31.22
Very Dissatisfied	E	3	4.17	9	20.00	3	14.29	15	10.86
	C	8	17.39	6	27.27	4	26.67	18	21.68
TOTAL	E	72	100.00	45	100.00	21	100.00	138	100.00
	C	46	100.00	22	100.00	15	100.00	83	100.00

Career Plans of Working Students

Table 40 shows that 65.5 percent of the students in School E appeared to be satisfied with the pay, prestige and the place in the community their career plans allowed, compared to 43.4 percent of the students in School C.

TABLE 40

Self-Rated Level of Satisfaction With Pay, Prestige and Place In Community Career Plans Allow Students In Experimental And Control Schools By Curriculums.

	School	ACADEMIC N	ACADEMIC %	BUSINESS N	BUSINESS %	OTHER N	OTHER %	TOTAL N	TOTAL %
Very Satisfied Most of Time	E	19	18.27	14	15.73	6	11.76	39	15.98
	C	9	11.54	5	9.61	4	10.52	18	10.71
Satisfied Most of Time	E	55	52.88	43	49.32	23	45.10	121	49.59
	C	29	37.18	15	28.85	11	28.95	55	32.74
Not Satisfied Most of Time	E	23	22.12	20	22.47	14	27.45	57	23.36
	C	24	30.77	20	38.46	13	34.21	57	33.93
Never Satisfied	E	7	6.73	12	13.48	8	15.69	27	11.07
	C	16	20.51	12	23.08	10	26.32	38	22.62
TOTAL	E	104	100.00	89	100.00	51	100.00	244	100.00
	C	78	100.00	52	100.00	38	100.00	168	100.00

CONCLUSIONS

It would seem that not only is the strengthening of self-concept important, but the school must be acutely aware of the environmental factors involved in the child's life. He can do little to combat what he sees around him, for example, that job opportunities are limited or that he sees a minimal number of Negroes working in prestigious occupations or in a business ownership capacity. However, if he is able to develop a healthy concept of himself he may be able to disregard much of what he observes and aspire in spite of the limiting factors. As we noted elsewhere, "The child's attitude towards himself, moreover, will influence his perception of tasks confronting him as well as his perception of the future".

Finally, it must be noted that although the interpretations, implications, and trends of this study do not lend themseleves to positive conclusions as yet, they certainly point to the desirability of further and more extenseive research in the areas of not only conceptions of occupation and aspiration, but also the role of education in the development of a complete and harmoniously functional society.

In far too many school situations the guidance program has either not been given the opportunity to truly evolve into an activity that affects all aspects of the school or has been restricted to servicing a small segment of the student population. The Colemen report emphasizes that, "pupil attitude factor which appears to have a stronger relationship to achievement than do

all the 'school' factors together is the extent to which an individual feels that he has some control over his destiny." (2)

Although the Developmental Guidance Project has been concentrating on servicing disadvantaged youth, the project staff feels strongly that the foregoing conclusion applies to all youth in all school situations. The tremendous waste of human resources attested to by the high college drop-out rate is silent testimonial to the validity of this feeling. All youth need the opportunity to appraise themselves, to consider possible future alternatives, to gain meaningful information concerning their world, and to make plans for themselves. With disadvantaged youth the problem is, of course, more critical for the "margin for error" is much less. With them there are fewer familial and community resources to help compensate for the failure of the educational system to effect the guidance function.

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Chapter VI

External Evaluation

1966

AN EVALUATIVE REPORT ON THE PROJECT "Developmental Career Guidance in Action"

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INTRODUCTION

Developmental Career Guidance in Action is a project funded by the Office of Economic Opportunity and co-sponsored by Wayne State University and the Detroit Public Schools with the cooperation of Plans for Progress and the College Entrance Examination Board.

The objectives of the project, as stated in the project proposal, are:

A. To aid a selected group of inner-city Detroit public school students to raise and broaden their educational-occupational levels of aspiration and make better plans concerning their post-high school futures.

B. To develop a pilot program designed to better meet the needs of inner-city youth through emphasis on developmental educational-occupational career guidance in grades 1 through 12.

C. To involve the staffs of the participating schools in the program through cooperative planning and development.

D. To systematically evaluate the program through analysis of student plans and attitudes.

In phase I, approximately fifty representatives from an inner-city Detroit school constellation (one senior high school, two junior high schools, and three elementary schools were represented) met at a two-week workshop at Wayne State University in August, 1965. Workshop members met with resource personnel to discuss economic and social trends; made visits to business and industry, to institutions of higher learning and to community agencies; discussed ways of improving education for inner-city youth; and developed plans for program improvement in the six participating schools. School representatives have continued to meet in periodic workshop sessions throughout the school year, 1965-1966.

In phase II, a three-person team was placed in each school for the academic year 1965-66 to work with school staff, the community, and the students to carry out in the schools a program designed to meet the project objectives. The team consisted of a professionally trained full-time guidance consultant who served as leader of the team and two twenty-hour per-week sub-professionals drawn from the community served by the school. One sub-professional was an adult who served in a liason capacity with students and parents and agencies in the community. The second sub-professional was a qualified deserving student from the senior high school who performed clerical tasks and served as liaison with students.

PURPOSE OF THE REPORT

The project director asked the writer to evaluate the project through interviews with a number of people who participated in the project in the several schools. Other plans, including the use of the control group of schools, have been devised for an objective evaluation of the project in which changes in students will be examined. The present evaluation is dependent upon opinions of participants, including central staff of the project, guidance consultants, school principals, teachers and counselors in the schools and, where possible, pupils.

This evaluation is necessarily subjective and dependent on impressions. Since impressions have been obtained from people at several levels of participation, it is possible to examine the impact of the project as seen from several perspectives, and to note consistencies and inconsistencies in the reports of interviewees.

NATURE OF THE INTERVIEWS

Interviews were held with each of the six school principals, each of the six guidance consultants and one or more teachers and counselors from the participating schools. In the senior high school, a short group interview was held with six students. The list of interviewees is given in Appendix A.

The interviews varied in length from ten minutes to approximately 45 minutes. In general the interviews with guidance consultants and principals were longer; the interviews with teachers and counselors were relatively short. Interviews were held at Hillger, Stephens, and Barbour on Wednesday, June 1; at Burroughs and Kettering on Thursday, June 2; and at the Rose School on Friday, June 3. In addition, a one hour interview was held with Dr. Carl Marburger, Assistant Superintendent of the Detroit Public Schools and Co-Director of the project, and with Dr. W. Dean Edmundson, Field Executive of District 7 of the Detroit Public Schools.

The interviews were loosely structured and varied somewhat according to the interviewees. The following outline of questions was used:

1. What do you understand the objectives of the project to be?
2. What is your role in the project?
3. Does the project seem to be achieving its objectives?
4. Is the project well organized and administered?
5. What has been the impact of the project on pupils in the school?

6. a. What has been the impact of the project on you and on others closely identified with the project (e.g. the school community)?
   b. What has been the impact of the project on the school staff?
   c. What has been the impact of the project on parents and the community served by the school?

7. What problems have been encountered in carrying out the project and what solutions do you see for these problems?

8. What are the long-term prospects for the project?

Questions 5 and 6, which dealt with the impact of the project on pupils and on school staff and program, were considered to be the most important; in the shorter interviews, only these two questions were asked.

The writer was most interested in the impact of the project on school staff and school program; effects on staff and program would tend to persist and affect young people on a continuing basis. He assumed that most interviewees would assert that students had been helped in some measure by the presence of additional workers in the school. He was less confident that the enthusiasm which he knew to exist among central staff of the project would have spread beyond guidance consultants and school guidance committee members to teachers and parents and others concerned on a day-to-day basis with the education of these young people. When possible, interviewees were asked to give examples of the kind of evidence on which they based their impressions.

ACTIVITIES OF THE DEVELOPMENTAL CAREER GUIDANCE TEAM IN INDIVIDUAL SCHOOLS

While specific activities engaged in by the Developmental Career Guidance team varied from school to school, and while some types of activities were given considerable more emphasis in some schools than in others, activities can be categorized under six general headings:

1. Dissemination of occupational and educational information.

   Existing collections of occupational and educational information were increased, and collections of such information were begun in

schools where no such collection existed. Information was disseminated through posters, bulletin boards, units in classes and assembly programs.

2. Exposure of pupils to the world of work through field trips and occupational conferences in the schools.

3. Individual and group career counseling.

The emphasis on group counseling was expecially noticeable. Guidance consultants in all schools were working with several small groups of young people in an effort to enhance their views of self and of occupational and educational opportunity.

4. Work with teachers.

In all schools an effort has been made to involve teachers in the program of disseminating information and broadening the horizons of the pupils. The intention of the counselors in working with the teachers is not simply to help children presently enrolled in the schools but to help teachers find ways of incorporating themes about occupations in their own classwork with both present and future pupils.

5. Work with parents.

Counselors have attempted to interest large numbers of parents in participating with the school in the education of the child. Work with parents has taken at least two forms:

a. A program of information through letters and bulletins to all parents.

b. Regular group meetings with smaller numbers of parents devoted to child development.

6. Work with existing community agencies to increase school-community cooperation in the education of children.

Counselors in individual schools have been encouraged to be inventive and to capitalize on existing programs and on specific characteristics of the

individual schools in developing their programs. An example is the placement office organized at Stephens Elementary School, a program feature which has deservedly received a good deal of attention within the project as a whole. Most of the kinds of (in-school, non-paying) jobs to which elementary school pupils are normally assigned are processed through a placement office manned by the guidance consultant. Job orders are taken, applications are completed, employment interviews are held -- all the activities of a placement office, including conferences with a few pupils who have been dismissed from jobs, take place. Discussion with the consultant and an inspection of some applications convinced the writer that the device is effective in enabling pupils to examine their beliefs about themselves and to test themselves in action.

Conclusions:

As suggested in the introductory remarks conclusions are necessarily impressionistic. It is as if the writer were responding to the question: "What is the sense of your brief encounter with Developmental Career Guidance in Action?"

No one is free from biasis. As Myrdal has suggested in connection with his monumental study of the American Negro, "The American Dilemma," the best one can do is to attempt to recognize one's biases and to control their effects on the method of study and conclusions. The writer came to the evaluative study with a favorable bias toward the purposes of the project but with very little knowledge of the design of the project or of the Detroit Public Schools. This lack of information was an advantage in that he had not made specific judgments about the value of the project, a disadvantage in that it was not possible to inform himself in detail about project objectives and activities in the six schools or about curricula and other special programs in the Detroit Public Schools generally, and in the project schools in particular.

The conclusions drawn, then, must be regarded as tentative; they are based on available evidence. They may further serve as guides to hypotheses

in continuing evaluative studies of the project.

1. The project is clear in purposes and direct in its approach to achieving those purposes. Its purposes appear to be clearly and consistently perceived by central staff, by consultants, and by school staff members who were interviewed.
2. The need for enhancing the self concepts and raising aspiration levels of the young people in the project schools is widely acknowledged. The need is seen with different degrees of intensity in the schools, partly because the schools vary in socio-economic level of pupils, and partly because different beliefs about what was being attempted to further vocational development of pupils prior to the project. No interviewee suggested, however, that pupil need did not exist or that greater effort to meet the need was not necessary or fruitless.
3. The central staff of the project remains enthusiastic about the project and convinced that favorable outcomes are being achieved. In fact, the central staff believes that the project has had greater impact on school staffs and on pupils than they had expected.
4. The consultants are a dedicated group with attitudes toward young people consistent with project objectives.
5. Both members of the central office staff of the Detroit Public Schools were and are enthusiastic supporters of the project and believe that it is having a favorable impact on the schools concerned.
6. Generally speaking, the enthusiasm for the project manifest among central staff personnel and guidance consultants was reflected in other staff personnel in the schools with whom interviews were held. Degree of enthusiasm could be rated roughly as "high" in four schools, "fairly high" in one, and "moderate" in another. All interviewees believed that the project should be continued.

7. There was concensus that children had been helped by the project. For example, a counselor in one school reported that pupils who came to him for program planning seemed to talk more intelligently about occupational possibilities in connection with their educational plans. A mother reported that her son had shown a new interest in the industry of Detroit and in occupational possibilities for himself. There were several reports of students whose general attitude toward school and their own prospects seemed to have improved. Group counseling came in for special praise from several informants, though it was acknowledged that the numbers reached through such groups were small.

8. There was concensus that numbers of teachers in all the schools had developed class projects in connection with vocational development and had shown increased interest in helping young people think about themselves and about occupational possibilities. The consultants pointed out, however, that teachers who were school representatives to the project and who participated in the workshop sessions participated more fully in the programs in the schools and that many teachers were not yet involved in the programs. Further, the consultants were not sure that attitudes and practices of participating teachers were <u>permanently</u> **affected**, i.e., that teacher activities in connection with vocational development would persist in the present degree if the project were withdrawn from the schools. Principals, in general, believed that continued leadership of the kind the consultants are now offering is necessary if the school programs are to continue to develop. Some vocational activities, they believed, would continue even in the absence of a consultant; but certain activities, such as industrial visits, require considerable coordination -- and time for such coordination -- and all activities require stimulation and

encouragement. In short, the principals believed that consultants are needed if the programs are to capitalize on what they consider to be a fine beginning.

9. Several aspects of the project have not been commented upon for lack of sufficient evidence. Such topics include: the effectiveness of the work of the sub-professionals; the impact in the junior and senior high schools of the work of the consultant on the work of existing counseling staffs; the implications of the work of consultants in the elementary schools on the need for counselors in the elementary schools and their functions if introduced; and the experience of the several teams in involving parents more fully in the work of the school and the results of these efforts. These topics deserve attention in the continuing program of project evaluation.

10. In summary, the project idea and the programs which were carried out during 1965-1966 received an overwhelming vote of confidence from those interviewed. That the interviewees were not simply showering uncritical praise of the project for the edification of an outsider is attested to by the fact that they both documented their favorable opinions and criticized aspects of the project. Criticisms were relatively few and dealt with aspects of the project which interviewees believed had not been as fully or as efficiently implemented in their schools as in some others. The writer came away convinced that the idea and the strategy for implementation of Developmental Career Guidance in Action had combined to make a significant contribution to the education of the young people in the project schools.

EPILOGUE

The writer is grateful for the opportunity to "see guidance in action," however fleetingly. The visits to the schools were a convincing demonstration that young people have a lively interest in educational and career possibilities if they can be shown that they have a stake in the future. Put differently, the visits were a demonstration that the constructs associated with vocational development theory, such as vocational self-concept, are fruitful guides to practice in guidance.

The project further demonstrates that an adequate program of guidance with whatever emphasis consists of much more than the direct pupil-helping activities of the counselor, important as these are. The consultants in the project have been required to be, and have been, "change agents," interested in affecting the attitudes of other staff members and of parents toward the vocational development of young people and in promoting practices relevant to furthering vocational development. Perhaps the phrase, "enabling agents" is a better one, since it suggests that consultants enalbe a school community to give the kind of attention it believes necessary to an important aspect of the development of the pupils.

It is understood that there are plans to extend the project to additional schools. The project should be extended; all the evidence at the moment attests to the worthwhileness of the project idea and its implementation. Any such extension should not, however result in a decrease in project efforts in existing schools. Just as the project deserves to be extended, so it deserves to be given a full-blown trial in the schools where it has made so fine a beginning.

Ohio University, Athens, Ohio
May 31, 1967

TO: George E. Leonard and the staff of the Developmental Career Guidance Project.

FROM: George E. Hill, Distinguished Professor of Education

SUBJECT: Visit to the Project of May 23-27, 1967

For three and one-half days it was my privilege to become acquainted with the staff and many other persons concerned with the Developmental Career Guidance Project. First let me express my appreciation of the many courtesies extended to me and of the patience of staff members with whom I could spend far too little time to give adequate attention to their work.

In the course of these visits I talked seriously with fifty five different persons, visited the ten project schools and conferred at some length with the Director and his associates, the Assistant Superintendent for Pupil Personnel Services, the Director of Guidance, his Assistant, a leading lay member of the advisory group, the ten Guidance Consultants, the ten Community Aides, nine of the ten school Principals, several Assistant Principals, several teachers, and several students. The first day was spent talking with Project staff members, officials of the Detroit Public Schools concerned with the Project, and with a layman who has been an active participant through his company in the Project's activities. This briefing enabled me to gain background which enhanced considerably my reading of the first year's report. The next two days were spent visiting the ten Project schools. These visits were brief; but they were revealing. I believe it is possible to draw from these observations reasonably valid conclusions about the Project. However this was an impressionistic tour anderrors of observation are entirely possible. One half day I spent in the Saturday morning Project workshop.

If I were to cite serious gaps in my contacts they would be particularly the lack of time and opportunity to talk with more pupils, more parents (persons

other than the Community Aides) and with a sample of business, industrial, labor and professional personnel who have done so much to make the experiences of the students worthwhile as they explore the world of work. Impressions of the attitudes of these persons had to come from guidance consultants, Project leaders, teachers, community aides and a few students.

The report is divided into three parts. First, there are some general impressions which my observations in Detroit reinforced; though they are generalizations gained by eight months of recent visitation of school guidance programs in twenty seven states. Second, there are seven observations about the Developmental Career Guidance Project which I believe to be valid and which lead to some questions regarding the Project. Third, there are summarized recommendations.

I. General Impressions Regarding School Guidance and the D.C.G. Project

Sound education for today's children and youth must have three basic characteristics: It must be developmental - starting where the learner is and taking him ahead. It must be relevant - making sense to the learner so that his learning experiences are accepted by him and school is seen as a sensible vehicle to help him grow up. It must be integrative - treating the learner as a person, not just a brain; hanging together so that its parts form a useful whole.

The D.C.G. Project seems to me to exemplify these three characteristics. Not perfect in its operation, it still appeals to me as an emphasis in education that is bound to have an impact upon children that is positive and gainful.

Sound education for today's children and youth must emphasize the true fundamentals of education for free people. The real fundamentals are such learnings as these:

Children must mature in their understanding of themselves. Without this they go through life confused, unhappy and aimless.

Children must mature in a sense of responsibility for themselves. Self-understanding pays off in good citizenship when the learner says "What I am, I am; but I am responsible for using the potential I have constructively."

Children must mature in the ability to solve their problems and make their own decisions. This is a learned ability, slowly achieved through the experience of responsible choosing and problem-solving. Without this the child becomes the easy tool of those who would control his mind and make his decisions.

Children must mature in their understanding and appreciation of education and of productive work, of the intimate dependence of work competence upon educational achievement, of the ever-changing nature of the skills needed in our economy, of the excitement and opportunity our changing economy provides.

Children must mature in their understanding of how human beings live peaceably and happily together.

Children must mature in the values and the skills which enable them to live peaceably and happily with themselves and with others.

These six basic learnings - the true fundamentals - I believe constitute the major learnings being emphasized by the D.C.C. Project staff and their colleagues. This does not downgrade the importance of the usual "fundamentals" the subject matters and the skills of the school curriculum. Emphasis upon these six learnings makes the usual subject matter come to life, make sense in terms of the realities of the world these children face each day.

In any school system the objectives we achieve as a staff are those we earnestly seek to achieve. We get about what we work hardest to achieve. Thus, if a guidance project is to achieve its purposes, there must be concrete evidence that those involved are doing things which directly relate to the objectives. The four objectives stated on page 6 of the Project's first year

report appear to this observer as entirely in harmony with what he heard people say and saw people do in the cooperating schools as they sought to illustrate the project to me. In short, practice as viewed in the schools appeared to be intended to achieve the objectives of the Project.

II. The D.C.G. Project in Action and in the Future

In this section I wish to make seven statements about effective guidance programs in schools, comment on the ways in which the D.C.G. Project illustrates these characteristics and raise some questions about the present and the future of the Project. The reader will do well to remember that my chance to observe this Project was limited and thus these are impressions subject to some degree of error. The most common error in such observations as these is that of variability of practice from person to person and school to school. The opening statements are worded as "shoulds" because I believe these are essentials; although their application would naturally vary depending upon school and community circumstances and thus upon the long-term needs of the students who are the object of attention and concern.

1. Study of the world of work, and of its educational implications, should be seen as a means--a bridge--to more important ends.

These more important ends are such learnings as were listed in Section I of this report; or they might be stated in terms very similar to the purposes of the D.C.G. Project:

Higher and firmer aspirations, both educational and vocational.

Clearer and more responsible views of self.

Sensible and continual planning for economic self-reliance.

This Project demonstrates in a pointed and dramatic way that this principle can be applied with children from the kindergarten through the secondary schools. It has been my experience, and the Project demonstrates this, that teachers and their pupils very quickly sense the significance of study of the world of work and that children are enabled by such study

to enhance their appreciation both of themselves and their opportunities and of the role that school achievement plays in moving toward a responsible and economically rewarding place in the world of work.

I saw no evidence that study of workers and their contributions was viewed as an end in itself. The several observations of work being done in the classrooms, and reports on what was done on field trips, elicited strong evidence that the occupational aspects of teaching and of guidance were being used to help children enhance their self-understandings, their educational and occupational aspirations and their motivation for good achievement in school.

The Guidance Consultants, with the help of the Community Aides, seemed to me to be doing a soundly well-rounded job of guidance for children and youth. In many ways the Project schools, were they not identified as "Project schools," illustrate good guidance practices for any schools. I saw no evidence that this is a narrowly vocational program.

QUESTION: Have the vocational aspects of this Project - being of great public interest and concern - created in the minds of some members of the Detroit community the impression that the spread of this Project's practices entails simply attention to the vocational aspects of guidance?

There is some evidence of this, as illustrated, for example, by the recent N.A.A.C.P. proposal to the Board of Education. I would urge that every effort be expended in publicity through the press, in public meetings, in the contacts of the schools with parents and with business leaders, to keep emphasizing the aims of the Project. These purposes are broad and need to be illustrated constantly by examples of how the Project's staff actually seek to help children in the variety of ways that the vocational emphasis initiates and motivates.

2. The whole community should be viewed as the school's classroom, both for instructional and for guidance purposes, these purposes being truly harmonious.

The use of the rich human resources of a great city to help children achieve

a sense of relevance and meaning from their schooling is sound educational practice. The many ingenious ways of utilizing persons, services and productive operations to teach the reality and the excitement of work constitute an impressive characteristic of this Project. While some qualms were apparently expressed originally regarding the many field trips, I sensed only a little of this in my visits. The pre-trip preparation, the emphasis upon workers and their functions, the field-trip follow-up activities of teachers and Guidance Consultants have served to make this emphasis an important and direct contribution to classroom learning. Thus subject matter learning has been motivated and enriched, rather than neglected.

Bringing workers into the schools has been an inevitable counter-part of taking children into the community. This has served to personalize the experiences children gained by direct observation and also to enhance community interest in the schools. The use of fathers and mothers from the school's own community has been especially appealing to children.

QUESTION: Has this aspect of the Project - especially the field trip - been overdone? Is too much time being spent taking children away from the school?

I heard this question raised by some. My own impression is that the answer is "No." The fact that many of these children come from circumstances characterized by limited previous experience (For example, some of these children had never before been in "downtown" Detroit!) adds weight to the need for this field expreience emphasis. Also these experiences are planned largely by the teachers. The Guidance Consultants and Community Aides have been facilitators and collaborators; they have not been taking over children to relieve teachers. Thus, field trips are not escape hatches; they are significant phases of an enriched educational experience. At least they are in this Project.

3. A sound guidance program in any school demands the creation of a working team that includes a great variety of persons.

Who are in the "guidance act?" In this Project I found strong involvement

of the regional superintendent, the assistant superintendent for pupil services the director of guidance the principals and assistant principals, the teachers, the guidance consultants the community aides, the student assistants, the counselors (in junior and senior high schools), the pupils, the parents, the business and community workers and leaders. All of these, in one way or another are involved in important ways in this Project.

The proper coordination of a Project as complicated as this and its integration into the regular on-going program of instruction and guidance are matters of considerable concern. In the elementary schools this appears to be easier done than in the secondary schools. Perhaps this is due to the fact that the elementary schools previously had no assigned guidance workers on their staffs. Thus the integration of these into the school's staff structure was in some ways easier than their addition to high school staffs which already included guidance counselors. However, in both elementary and secondary schools I sensed nothing but real professional attitudes on the part of all concerned and serious effort to incorporate and capitalize upon the work of the Guidance Consultants and the Community Aides.

While it is dangerous to single out certain kinds of staff members for special comment, I must emphasize that the Community Aides in this Project constitute, strategically, a real stroke of genius. These women, without exception, impressed me as making a significant contribution in terms of consultative assistance to teachers and Guidance Consultants and in terms of home and parent contacts which have helped to achieve helpful home-school relationships.

The Guidance Consultants in this Project are professional persons of impressive competence. The Project stresses the aspirational levels of the pupils. Perhaps it is not amiss to comment on the aspirational levels of these Guidance Consultants. I found among them no pessimism, no lack of zeal, no lack of creativity or ingenuity in their work.

It should be emphasized that these schools, like most American public

schools, are under-staffed. Class size is too large, pupil-counselor ratios too high, pupil-personnel worker ratios too high. The work week of many of the persons with whom I talked exceeds that which should be expected even of true professionals who are quite willing to go an extra mile. Interestingly, none fo them volunteered any comment on how heavy their loads are!

QUESTION: How can adequate staffing, especially in these schools heavily populated with children from homes of very limited means, be achieved? In the seven elementary schools the presence of a guidance consultant has had a stimulating and positive effect. How can funds be secured to achieve such a staff gain in the scores of other elementary schools? How can the proportion of substitute and temporary teachers in so many school staffs be sharply reduced? How can these children who deserve the very best be provided the best? I well know such questions as these are easy to ask and extremely hard to answer. But they must be asked, and asked again and again.

4. Parents should be seen as persons of major significance in the educational program of a community.

The variety and ingenuity of ways in which parents are being drawn in the D.C.G. Project schools into a closer working relationship with the schools is impressive. The parent, at his best, is still a child's best counselor. He is - at his worst or at his best - still an important educator in the life of his child. I saw many ways in which the staffs of these schools, with their efforts enhanced by the Guidance Consultants and the Community Aides, are bringing about changed attitudes toward the schools on the part of many parents. Much remains to be done. Many parents are not yet fully aware of the Project's purposes or of the school's efforts for their children. But significant progress has been made.

QUESTION: How can parental involvement in their children's education be both broadened and deepened? The conducting of parent discussion groups at the schools and in the homes, home visits by the Community Aides, formation of parent clubs and study groups, the presence of parents on field trips - all these plus news letters and other means of communication have done much to bring about a closer

working relationship between home and school.

These activities have revealed many needs faced by parents which the schools cannot themselves meet. The recent event in one of the city's schools, sponsored by business and industry, which provided the means for persons to interview for potential jobs at an evening session in their own community illustrates one of these needs. The recent field trip for adults only, sponsored by one of the Project schools, met with an enthusiastic response; and it helped these parents better understand community services which could be of help to them. These are examples of extensions of the parental aspect of this Project that merit wider use.

5. This fifth observation points especially to the guidance consultants: They are getting amazing amounts of work done by the application of zeal and know-how. This is as it should be.

QUESTION: Are the guidance consultants and the community aides defining their functions, and thus their work loads, with a sharp eye to priorities? Are some limits other than the number of hours in the day being applied so as to insure the most effective use of their talents? It is a common temptation of persons working in a helping relationship to assume that they must extend themselves, they must do more than a minimum job, they must go beyond reasonable expectations. If they do not, they tend to feel guilty, to note what might have been had they only gone further in their efforts.

In schools such as the D.C.G. Project schools the needs of children and youth are so obvious and so pressing that the consultants and aides find it difficult to say "No" to any request or any idea of their own which seems promising in terms of the needs of particular children. My impression is that the principals and the Project leaders have done well in protecting these staff members in the instructional program and the like. I wonder, though, if the Guidance Consultants in particular have been as careful as they should be to protect themselves from their own zealousness.

6. In a school system a good idea should be contagious.

Word about the Developmental Career Guidance Project has spread about Detroit and far beyond the city. Such projects are often called "pilot" projects; yet this was a word that I heard not once while visiting Detroit and the D.C.G. Project schools. The interest and enthusiasm for the Project on the part of persons in many different capacities was evident.

Projects of this kind, with outside funding and with a measure of outside supervision can serve as a sensible and useful stimulus to improvements in the system as a whole. In fact, to be blunt about it, such a project can very well serve to stimulate thinking and change at times when neither is especially popular. QUESTION: Is the Developmental Career Guidance Project going to make a real difference in helping to improve both the guidance programs and the instructional programs of Detroit's schools? Or will it ultimately get smothered in the seemingly inevitable provincialism that plagues most huge urban school systems? The answers to these questions depend upon the attitudes and the work of a good many people. Citizens' interest in the Project is encouraging. Administrative leaders, both in the central office and in the schools, are enthusiastic. For example, one principal said to me, "How can this project be used to help my counselors really be counselors?". Free and open communication between the Project leaders and the City Schools pupil personnel administration gives promise of hopeful answers to this sixth question.

7. Any program that is expected to survive must have built-in and rigorous means of evaluation.

Counselors in schools used to be asked "What do you do?". Now they are much more apt to be asked "What do you get done?". People want to know what the D.C.G. Project gets done. The assessment of pupil and teacher reactions at the end of the first year was a useful and productive method of evaluation. In the long run the test is change in the behavior of children and youth. A subsidiary test is change in the behavior of parents, teachers and administrators.

Evaluation in terms of changes in pupil behavior, maturing of these young people toward responsible citizenship, must rest on the gradual accumulation of evidences regarding their behavior. This can be done by efforts which assess such evidences as: the holding power rates of the schools, the post-school employment and adjustment of the students the ratings of pupils periodically by their teachers and their counselors, as they progress through school, employer evaluations of former students-on-the-job, and the like. The conduct of as many individual developmental case studies of children as can be prepared provides one of the very effective ways of evaluating such a project in schools. There is nothing quite like the "for instance," the individual cases. They carry the message of the impact of this project with a punch of great potency. QUESTION: Do we have the means to assess the impact of this Project upon children and youth as evidenced by their growth in self-reliance, higher aspirations and effective adjustment to life's demands? Are these means being employed to achieve an accumulation of evidence over a period of time, in such a way as to answer the question: What does this Project get done?

Incidentally I would not worry about the "Hawthorne effect" in such evaluations. For one thing, if a special Project stimulates results there seems to me no sense in saying, "Well, this is just because you are doing something different; and it will pass." In fact there is recent evidence which seriously questions the assumption that such effects are temporary.

III. Some Recommendations.

1. The Developmental Career Guidance Project seems to this observer to have been a stimulating productive enterprise, fraught with great promise for continuing to help the children in these ten schools and potentially capable of use in any school.

2. The D.C.G. Project is centered upon the achievement of significant purposes, aims which constitute the heart of the real fundamentals of good education. Pursuit of these aims enhances, rather than detracts from, achievement of the usual subject-matter achievements.

3. My observations led me to conclude that the activities of the Project are well geared to the Project's purposes.

THUS: I would strongly recommend the continuation of the Project along lines such as it has been following, with recommendations for the future as suggested below.

1. Constant emphasis should be given, in all public contacts of the Project, to the broad purposes of this effort. This needs to be done to counteract any further development of narrow conceptions of the Project's aims. This recommendation concerns both statements and publications about the Project and the continued conduct of professional activities by the Guidance Consultants which demonstrate a broad conception of the guidance function in schools.

2. The field trip and the use of community consultants in the schools have been kept in excellent balance as contributing to the borader instructional efforts of the schools. My "recommendation" regarding this is more a matter of commendation than of recommendation.

3. It is recommended that the broad staffing conception of this guidance project be continued and that fuller staffing of more schools be vigorously pursued.

4. Parental involvement is one of the most significant aspects of this Project. Ways to broaden this involvement, including larger and larger proportions of the parents, are needed. Ways to deepen the involvement of parents are also possible.

5. The guidance consultants and their community aides need to take time to examine carefully the full scope of their activities and establish priorities which keep their loads within reason.

6. The constructive contribution of the D.C.G. Project to all Detroit schools is widely recognized - as potential, but not yet as reality. Ways for applying and adapting the Project's methods and philosophy, especially ways of extending guidance services in other elementary schools and improving guidance services in the secondary schools, need to be the object of serious staff study.

7. The current methods of evaluation should be broadened to involve greater

attention to long-run changes in children. This entails both developmental accumulation of pertinent information regarding children's changes in behavior and the conduct of a good many case studies of individual children who have been helped by the Project.

1968

The Wayne State University -

Detroit Public Schools

Developmental Career Guidance Project

Buford Stefflre

Michigan State University

The information in this report comes from an examination of printed materials prepared by the Developmental Career Guidance Project and from a three-day visit to the Project sites. Six schools were visited and a wide variety of participating individuals interviewed--guidance consultants, community aides, teachers, students, department heads, building administrators, district general administrators, pupil personnel administrators, parents and other community members, and representatives of industry. The opportunity to visit classes was particularly valuable because the activities going on and the materials in the rooms vividly demonstrated the extent of the impact of the Project. In reviewing the three days, a surprising and significant omission from the list of those contacted is apparent-counselors. Certainly they were available and could have been interviewed and the fact that it was neither suggested nor requested says much about the need for a demonstration project in Detroit.

Targets

Curriculum: The impact of the program on the curriculum was most apparent and heartening. At all levels at least some teachers were systematically relating their subject matter to careers. In doing so they frequently introduced specific units which had been developed in cooperation with a guidance consultant. It is ironic that, at least in some cases, the emphasis which is now being used as a consequence of the Developmental Career Guidance Project has been present in the official and standard curriculum guide for some time. The difference seems to be that now the teachers are convinced of the necessity of relating their subject matter to careers and are putting into practice what formerly was only theory.

To instrument their new goals teachers in cooperation with guidance consultants are arranging for a variety of experiences which would appear to be most worthwhile. Trips to industry and discussion - in the classroom and at the plant - with workers who can serve as role models to the children are foremost among these. It was particularly good to see that these role models represented the entire spectrum of occupational prestige for certainly the use of semi-skilled and service workers as role models for these children would seem to be wise. A society which has approximately 10 percent professional workers is not being educationally effective when it provides for its children role models, 90 percent of whom are professionals. Seeing the enthusiasm of the teachers and their apparent caring was among the most satisfying of the experiences during these three days.

Still another aspect of curricular change engendered, at least in part by the presence of the Project, consists of units and continuing emphases on the racial background and heritage of the children. Since in most schools about 95 percent of the children were Negroes, the curricular results lead to Afro-American history, art, folk tales, etc. The impression given was that the vocational consultants in their desire to enhance the self-concept of the students were instrumental in helping and persuading teachers to introduce this new emphasis on Afro-American background and contribution to American culture.

Parents: The second impact of the Program noted was that on the parents. In a block meeting, parents were heard discussing their views of the Program and the educational, vocational and personal problems of their children. Furthermore, the community aides and guidance consultants were frequently able to cite the consequences of the Program for the parents. The major impact seemed to be a reassessment of reality and a recognition that there are some changes in occupational opportunity which may make the future of their children brighter than their parents had thought possible. That is, parents now realize that some doors which for generations have been bolted are now open. Another consequence of the program

has been a belief on the part of the parents that they are being listened to and understood to a greater degree than formerly. This matter of parent involvement in the schools is perhaps the major issue in urban education today and it would be naive to believe that this Project has solved the problem. Although there were differences from school to school, the impression was that a relatively small proportion of parents was directly touched by the program. In at least one case, however, the vocational consultant estimated that she had had personal contact with 300 of the approximately 400 mothers whose children were in the schools. In another case, it seemed that the principal valued the guidance consultant primarily as someone who could "cool off" parents with grievances. It would take a skillful sociological team to really assess the nature and extent of the consequences of this Project for parents and parent reactions to the school as an institution. What was visible from the surface seemed helpful in that it gave parents dignity and consideration which they had sometimes previously been denied.

Students: Third, the help to students was, of course, most apparent. Many were helped to get into college, to secure post high school jobs, and to assess their capabilities in the light of opportunity. That is, students in the Project schools were having the advantage of a good program of guidance which included the usual services of counseling and placement. However, when it is remembered that only one guidance consultant is present in each school, and that the enrollment in some of these schools is above 2,000. it will be obvious that not all could be done that needed doing.

The enthusiasm for this program on the part of students and teachers is a testimony to the hunger for individualized help in these schools. Some of the consultants were involved in individual and group counseling with students. The director of the project indicated that the consultants had been warned against giving too much of their time to this activity and his reservation seems a wise one. Certainly with such ratios a consultant's entire time could be swallowed

up in doing counseling. Broader guidance services and the availability of a richer educational diet because of changes in the curriculum would seem to be a more reasonable contribution from the Developmental Career Guidance Project.

In summary, there seemed evidence of changes in the curriculum as a direct result of the presence in the school of the guidance consultant. These changes seemed sensible, overdue and directly related to the objectives of the program. Furthermore, there seemed to be evolving a contract with parents which should result in a better understanding and relationship between the school and the family. Finally, it was very clear that students were getting specific and needed help in turning their aspirations into reality at the same time that they were receiving a better education in the classroom.

Process

In attempting to understand how these ends were being achieved, at least two elements of the process call for particular attention.

The work with the community members and with the students seemed to be giving hope for their aspirations and direction for their anxiety and frustration. The concept of efficacy seems most relevant here. That is, the belief that their activities had the power to produce an effect was being inculcated in students and parents. For long, some of them felt that the school was a monolity which they could neither understand nor change and that the larger society was a hostile environment which did not care for them, listen to them nor responded to their wishes. Now this view was being replaced by a belief that what they did mattered. That if they studied, if they learned, if they worked hard it would make a difference in their lives. This efficacy is thought by many to be the major ingredient necessary to enable the Negro to exchange hoplessness for hope, rage for reason and alienation for autonomy.

Another aspect of the process centers around the logistics of the Project itself. A staff has been assembled that is dedicated, hopeful, enterprising and creative. They go their various but almost equally valuable ways. The director

has apparently given them much freedom and consquently, there is considerable variety in what they do. One may spend much energy on creating curriculum materials, another on individual or group counseling, another on the planning of broader curriculum changes, another on community contacts and events. As a result, the Program seems to confirm what the many have long suspected which is that good guidance is that activity performed by good guidance workers.

Unanswered Questions

Many questions about this project and similar projects remain unanswered. It may even be characteristic of such projects that they raise more questions than they answer.

For example, to what extent can we expect hard research findings to validate these activities. The research by John Vriend "The Vocational Maturity of Seniors in Two Inner City High Schools," is an uncommonly sophisticated and skillfully executed doctoral dissertation. Its findings, however, rest almost completely on the initial comparability of an experimental group which was exposed to the Developmental Career Guidance Project and a control group which was not. Although these two groups are matched on a number of variables, it is obvious that we could only feel certain of their comparability if we knew that they were selected at random from a population of schools and the treatment assigned to them at random. This is an impossible thing to ask of a large city school district. The absence of random assignment, however, leaves us wondering what were the initial differences in administration, teachers, etc., etc. and how they contributed to the differences found at the conclusion of the study. There is no point in picking at the specific criteria used or the possibility of Hawthorne effect. The major question to be raised is the reasonableness of an insistence on hard data to support such projects. While the attempt to gather such data is applauded, the likelihood that it will ever demonstrate conclusively the worthwhileness of a project does not seem great. The case must also be rested on logic and observation.

It is a truism in guidance administration that the counselor should be directly in a line relationship with the building administrator. While this relationship is carried out in this Project de jure the fact is that the counselor receives his professional supervision elsewhere, and the principal probably understands that he will get this extra and "free" help for his school only so long as he cooperates reasonably in the goals of the Project which may not always be his goals. In short, it appeared in at least one school that the vocational consultant was able to accomplish what he was accomplishing simply because he was somewhat free of the principal's supervision and somewhat removed - in fact though not in theory - from his authority. Such a situation raises interesting problems about the relationship of power and authority to change. These vocational consultants are clearly change agents and it is possible that such agents are by nature subversive of the usual lines of authority. Perhaps we need to rethink our line staff relationships in guidance. Is it possible that guidance workers should report directly to a centralized guidance superior rather than to school principals? It could be that the principal would need a veto power over activities but would no longer be expected to supervise or sanction the behavior of the counselor. Certainly such an organization would result in something two headed but would it necessarily be a monster?

The heavy emphasis on careers raises the question of what are the important elements that students need to consider when they think about work. For the most part, they are being given definitions of occupations, the chance to observe and talk to living referents for occupational titles, and probably some information about training, wages and the usual dimensions of occupations thought to be important by guidance specialists. What can be done to learn the dimensions which are really important to children of various ages and backgrounds? We do not know what concepts children use when they think of work. Are they necessarily the usual dimensions such as length of training, chance for advancement, and salary? These commonly used dimensions may simply reflect the biases of occupational information experts. Besides investigating the concept formation

activities of children with regard to occupations is it possible that we need to spend more emphasis on the social psychology of work and less on the economics? What can be done to help the children see the kind of home they might live in if they were a plumber as opposed to a physician as opposed to an unskilled laborer? What are the differences in the way the house would look inside, the magazines that might be read, the power they would have in the community, the sorts of friends they would have? This depiction of life styles as a correlate of occupations seems to be an important and frequently neglected dimension of career development.

Finally, what is the relationship of this Project to the regular guidance program in Detroit. As indicated in the first section, no contact was made with counselors. Certainly this suggests some distance be continued so that the impact of the Program does not become vitiated by the current view which many have of the guidance program in Detroit? Or is it better that this program become more concerned and involved with the present Detroit guidance program in the hope that it may somehow improve what is happening? There seems to be unanimity of opinion that at present counselors in Detroit are spending practically all of their time on discipline, attendance, and scheduling. While this is not the universal situation, it is most frequent. In short, it appeared that Detroit does not have a guidance and counseling program by the usual definition. Can this project stimulate a desire for such a program? Is it better that this project be used simply to encourage the school system and the community to face the fact that there is no counseling program in Detroit? Is it possible to work toward the kind of kamikaze bluntness and honesty which permits the Detroit schools to say to the community, "We have not been able to afford a guidance and counseling program? We do hire administrative assistant who are concerned with such matters as discipline but your children must look elsewhere for counseling."

Conclusion

After three days, visits to six schools, conversations with many people, and some reflection it is apparent that the chief ingredient of this program is hope. What previously seemed clearly impossible, now seems possible. What everybody knew couldn't be done, seems to be being done. The changes in curriculum are long overdue and patently educationally sensible. The new feeling of efficacy on the part of Negro parents and students may be the last great hope of conciliation between the races. However, the limited number of schools touched leaves open the question of whether you can make major and permanent changes without changing the parent institution itself. The parent institution in this case is the Detroit Public School system with its many problems and its tradition with regard to guidance and counseling. Many highly professional employees of the Detroit schools are working hard and skillfully to make needed changes in the guidance program whose shortcomings they understand much better than does a visitor. But history, power groups and financial problems conspire to make change difficult. Finally, then, the question becomes how is Detroit to be weaned from this specially funded program. Can it be persuaded to take over the program and expand it so that all the schools will receive these benefits? Can it be persuaded to make changes in its present program so that it comes closer in purpose and process to the Developmental Career Guidance Project?

The courtesies from all the Project staff were many and were much appreciated. Most impressive too was the openness, the spirit of self criticism, and the recognition of the need for continual assessment and change on the part of the personnel in the Detroit school. Such an attitude is refreshing and smells of hope.

The director's personal impact on the Project, the system and the community was pointed out and praised by many. His imagination, energy, and belief that something can be done are most evident and commendable. He has lit a candle and the light has brough hope to many.

1970

DEVELOPMENTAL CAREER GUIDANCE PROJECT EVALUATION

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Although it is impossible to do an indepth evaluation of a program as complex as the Developmental Career Guidance Project in two days of on-site visits, nevertheless, one does gain impressions which can provide the basis for reasonable and valid evaluative comments and recommendations. The contents of this report will focus on evaluator observations about Project personnel and programs and a number of recommendations based on these observations.

OBSERVATION

Project personnel are professionals. They exhibit technical competence, personal involvement in their work, and a service ideal.

As I visited a number of Project sites, I was impressed by the professional quality of the personnel. The career guidance consultants gave evidence of technical knowledge and of personal involvement in their work. They knew what their objectives were, they knew appropriate ways to reach these objectives, and they knew something about evaluation.

I particularly was impressed with those who filled the para-professional role in the Project. It was evident in

each of the programs I visited that the aides were an equal partner of the Career Guidance Team. Instead of using typical titles such as counselor aide or teacher aide (both of which imply lesser role status), the term community aide was used. This is fortuitous for several reasons. First, it removes the implication of being someone who operates within the same role of the professional but at a lesser status. And second, the title suggests an area of expertise--the community. In the Project, community aides bring their knowledge and understanding of the community which surrounds a particular school to the program. This enables the Career Guidance Consultant to develop appropriate school-based programs to meet the needs of the community and to gain public support.

The professional quality of Project personnel apparently is the result of such factors as careful selection, adequate and appropriate in-service education, and meaningful work roles. Each of these factors should be investigated in detail to provide guidelines to help other educational programs approach the same professional excellence in their personnel.

OBSERVATION

<u>The role of the Career Guidance Consultant is a sound, educationally-based model for the role of school counselor across the country</u>.

In my opinion the concepts derived from career development theory and research provide a logical and developmental frame

of reference on which school counselors can and should base their techniques and programs. Too frequently, however, school counseling techniques and programs are based on clinical models--models which have meaning for hospital and agency settings but less meaning for schools. The Developmental Career Guidance Project has a rationale and objectives which are firmly imbedded in career development theory. With this kind of base, Project programs fit into the mainstream of the educational process and become an integral part of the school curriculum. A distinguishing feature of the Project in this regard is the emphasis I observed on working within the classroom with teachers and the established curriculum rather than emphasizing activities which are incidental to regular school functions. Some school counselors across the country have overlooked the potential of the school curriculum as a behavior change agent. The Career Guidance Consultants grasp this concept and put it into action effectively.

While the Project emphasizes curriculum group guidance activities, individual and small group counseling and guidance activities are not neglected. In fact the curriculum activities in many instances seems to serve as a spring board for individual and small group counseling. A potential source of difficult for Project personnel may exist because of this, however. Project consultants need to be evaluating the priorities of their activities continously lest group activities become inendated by the weight of individual contacts which develop as a result of group activities.

OBSERVATION

The Project provides the Career Guidance Consultants with a sound understanding of their role and with an array of educationally-sound suggestions for conducting sequentially-phased career exploration activities in their schools.

I was impressed with the understanding which the Career Guidance Consultants had of their role. Apparently the system used to provide pre-service and in-service training is effective.

The general outline of the career guidance program activities offers an excellent framework on which to build programs in each of the Project Schools. Considerable autonomy seems to be available to individual consultants to adopt and modify these suggestions or develop new ones (as has been the case in most of the Project schools). While autonomy to modify and adapt is a necessary prerequisite for a successful program, care must be taken not to lose overall continuity. Continual in-service education may be a partial answer to this problem.

RECOMMENDATIONS

The recommendations which follow are based on the assumption that the Developmental Career Guidance Project is educationally sound and that what is needed now is to extend and improve the impact of the Project through the addition of expanded personnel and financial resources.

1. The Developmental Career Guidance Project is an innovative and creative program. To help extend and improve

it and to provide guidelines for other programs across the country, it is recommended that the Project be analyzed using a systems approach. Several outcomes may result from such an analysis. First gaps in content coverage which may exist will become apparent. And second, gaps in program continuity also may become apparent. In my opinion the Developmental Career Guidance Project is too good a program (from a theoretical standpoint and from the experience of five years in operation) not to use it as a model for programs in other parts of the country.

2. Based on recommendation one, I feel an analysis of the Project using a systems approach will reveal the need to extend and improve program continuity grades K-12 and content coverage grades 7-12. The manual for teachers in the elementary grades suggesting a rationale and project objectives and activities at each grade level is excellent. Perhaps the same kind of manual needs to be prepared for teachers in grades 7-12.

3. A third recommendation is based on the need for extending and improving our knowledge of the effects of programs such as the Developmental Career Guidance Project. Research activities are built into the design of the Project and the evidence so far suggests program objectives are being met. More attention should be given to this aspect of the Project, however, and thus I am recommending that a Director of Research (with appropriate staff) be added to the Project staff. When a good program such as the Project is available for study, research should have high priority. This recommendation in no way is meant to suggest that less effort should be

given to the further development of program efforts (these too should be expanded); rather, it points out the need to expand the research component of a successful practical program.

4. My fourth recommendation is based on the need to expand the involvement of educational personnel at all levels and disciplines in the Project. Perhaps this already is being done and I simply missed it in my visit. If not, Project personnel may wish to direct their attention to involving educational personnel such as curriculum supervisors, departmental chairmen, and vocational educators at neighborhood, district, and city school levels. In one of the schools I visited, the Project Consultant had involved the chairman of the English Department. This greatly multiplied the impact of the work of the Career Consultant.

5. It is my understanding that a city wide career exploration type class for junior high school will begin in the fall. If Project personnel have not been involved in the planning and implementation of this program up to this point, they should be included immediately. In addition it is recommended that whatever the content of such a course, the curriculum and techniques used in the Project become an integral part of it. It would be unfortunate if those who are planning the junior high program do not make use of Project content, technique, and expertise.

6. Although our country is experiencing a period of economic readjustment with the result that funds for programs such as the Developmental Career Guidance Project are becoming increasingly hard to find, it is recommended that financial

support for the Project be increased rather than decreased. In my opinion it is time we put support behind programs which work, and, from my observation, the Developmental Career Guidance Project meets its objectives effectively.

PLANS FOR PROGRESS EVALUATION*

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Project Director

The Plans for Progress Institute in this highly industrialized city cannot be evaluated in isolation because it is integrated into a larger project, the Developmental Career Guidance Project. This larger project is a year-round effort of the state university, various local industries and the federal government. The Plans for Progress Summer Institute was a program in which school counselors were employed by industry, after which they were required to prepare a detailed job analyses. The Developmental Career Project, on the other hand, is a year-round program which focuses on students as well as counselors.

PARTICIPANTS AND PROGRAM

The counselors from elementary and junior high schools were participants in the Plans for Progress sponsored work phase of the project. Some high school counselors also participated.

In the institute program the participants worked for four weeks in industrial positions for one to four employers. They had two days of preparatory work at the beginning of the institute and three days at the end for collecting material and writing job descriptions from their work experience. This phase of the program, which was supported by Plans for Progress, is integrated into a much larger continuous program. Plans for Progress also supports follow-up meetings throughout the year.

DIRECTOR

One of the most impressive aspects of the program can be seen as a reflection of the personal characteristics of the director. He inspires a phenomenal

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*One aspect of the year-round D.C.G. program is a summer Vocational Guidance Institute sponsored by Plans for Progress, a voluntary industrial organization. The summer institutes have included teachers and counselors from project schools in aiding them to gain knowledge of employment opportunities. The summer program has evolved nationally so that it is now replicated in over thirty cities.

degree of loyalty and enthusiasm in those who are working closely with him. This regard is a reflection of his own energy and enthusiasm; some of it also reflects his interpersonal skills, his awareness of the importance of public relations and publicity, and his ability to communicate his own committment to the project. Particularly important is his willingness to bestow praise and encouragement upon those who are working with him, while at the same time demanding their utmost effort. He has selected fellow workers to whom he could honestly and sincerely express praise. He has cultivated and taken advantage of opportunities to publicize the program, its goals and procedures, to the public via radio and television.

CRITIQUE AND RECOMMENDATIONS

The program is impressive by virtue of the fact that interest and enthusiasm are maintained by a series of large meetings throughout the year. These characteristics (a dynamic leader with enthusiastic followers) can be expected to produce rather deamatic results; however, there are reasons for words of caution. Each time a new program is instituted it produces dramatic and exciting results which kindle more enthusiasm. Later stagnation may set in and the program may become more ritualized and less exciting, resulting in discouragement and cynicism. Plans for Progress program appeared to run at a feverish pace, and one could not help but wonder how long such a pace could be maintained, particularly when the program has many virtues which should be maintained over a period of many years.

Many industries are not only contributing money but also time, interest and enthusiasm to the program. The larger industries have clearly recognized that support for programs such as those are good and profitable business practices. All of the counselor participants interviewed expressed the feeling that they had achieved a new understanding of the problems, needs and interests of the business community. However, this increase in understanding did not appear to be clearly a two-way communication. In fact, the industrial sponsors and the administration of the institute did not receive as much benefit from the institute

as they might have. More specifically, they do not have an emphatic understanding of the problems confronted by the counselors who are working at the "grass roots" level. Apparently, the industrial sponsors were concerned with letting the counselors know about their problems but were markedly less concerned about listening to, and understanding the problems of the counselors. The directors, on the other hand, were quite aware of the counselors' problems.

Possibly a profitable development for the future would be a program aimed more directly at the school administration so that the counselors could be freed to devote their efforts toward career guidance and vocational education rather than toward many of the problems now being assigned to them such as discipline, truancy, etc. The counselors in the schools have a responsibility to define their role clearly and to fight for the role in which they can be maximally effective, and support from the project would be very helpful. The counselors were enriched by the institute experience, but with respect to many of the criteria established they were already well prepared prior to the institute. For example, none of the counselors interviewed gave any indication that prior to the institute they were unaware of the need for "matching potential to job demands" or of "the attitudes which economically deprived youth have toward such matters as employment." On the other hand there was clear evidence that the counselors had achieved a much clearer understanding of the problems faced by industry as well as discovering the fact that opportunities now exist for minority youth which did not exist a short time ago.

With regard to "realism" we found that the counselors were extremely well versed in regard to the problems of the minority youth and reasons for the students difficulty, both academic and vocational. Here again, we found little understanding on the part of industry of the minority youths' problems. For example, one cannot "teach" or simply tell a student that he must be well groomed, that he must use good English, etc., when his sub-culture and his family may be exerting equal pressure on him to do otherwise. The counselors seem

fully aware of these external pressures and have made efforts to attack them by arranging meetings, to communicate some degree of optimism to the parents. Furthermore, the overall career guidance project has very constructively directed efforts toward these underlying problems through radio and television publicity as well as student participation.

With regard to commitment, the institute was eminently successful. One of the primary sources of this success was due to the skill of the director. The director indicated a genuine interest and respect for those who were working with him in industry and in the schools. He was very free in expressing compliments while, at the same time, was clearly demanding a high level of performance. Furthermore, he recognized and effectively utilized the publicity media. He also very honestly delegated responsibility which allowed all of the participants, including industry, to feel that their role was a vital decisive one. In a nutshell, each participant felt that this project was a part of him.

In the area of implementation, the institute had its biggest problem. The leaders of the institute recognized that one of their biggest problems now is inertia and resistance to change in the school. Counselors' efforts are handicapped by their role as defined by school administrators. Hence, the increased participation of the administrators might be helpful in the future. The counselors are given encouragement and pressured to change their own roles.

Some of the counselors expressed alienation and frustration based on their feeling that those who were exerting the pressure on them did not clearly understand their inability to institute changes. Consequently, the pressures were less persuasive than they could have been.

While the above comment appears to be extremely critical, such an impression is not intended. Overall, the institute was highly successful, particularly impressive were the enthusiastic report from participants and genuine commitment of industry to the problem. The individual industrial leaders in the community and the general tone of feeling in the community combined to bring about the desired effect.

SUMMARY

In summary, probably the most impressive aspects of the institute were the commitment and enthusiasm on the part of industry, the fact that it was embedded in a larger very constructive project, highly developed publicity and the loyalty and enthusiasm of the instrumental leaders.

On the other hand, probably the main weaknesses are the unidirectional communication and understanding from the industry to the counselors, the impact and possible dependency of the project upon the outstanding qualities of the director and the relative absence of school administrators as participants. Although the difficulties presented by students' families and perhaps sub-cultural characteristics are recognized, attempts to aggressively look at these problems appear to be rather far down on the list of priority. All of the institute leaders are to be very highly commended for a job extremely well done, and for a very important and constructive beginning. The commendations can be extended to the industrial leaders, the community in general, the individual counselors, as well as to the directors. The evaluators had difficulty in maintaining objectivity because of being "caught up" in the enthusiasm of almost everyone interviewed.

DEVELOPMENTAL CAREER GUIDANCE

PROJECT IN ACTION

SYNOPSIS OF THE 1971-72 EVALUATION REPORT

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Detroit Public Schools
October, 1972

DEVELOPMENTAL CAREER GUIDANCE PROJECT IN ACTION

SYNOPSIS OF THE 1971-72 EVALUATION REPORT

Since the full 1971-72 Evaluation Report of the Developmental Career Guidance (DCG) Project is over 50 pages, it was felt that the purpose of most readers would be served by a synopsis which abstracted the major findings. Readers whose purposes require the detailed account of the instruments used, procedures, analyses, and findings (including tables) should contact the Evaluation Section for a copy of the full report.

DESCRIPTION OF THE PROJECT

Project Objectives

Detroit's 1971-72 Elementary and Secondary Education Act, Title I Proposal lists the following objectives for the Developmental Career Guidance Project:

Primary Objectives

1. To reduce the dropout rate in the project region.
2. To raise the level of occupational-educational aspirations of students in the project region.
3. To achieve a rise in the percentage of high school graduates going on for post high school education and training.
4. To aid a greater percentage of high school graduates in gaining promises of jobs prior to graduation.
5. To aid in developing a school climate perceived by students as being more useful and helpful than previously.

(The list of the 15 Secondary Objectives can be found in the full report)

Project Organization

In order to provide continuous developmental career guidance, the project is located in a high school, a feeder junior high school, and eight feeder elementary schools. At each school the project is represented by a team consisting of a counselor whose project title is the Guidance Consultant and a paraprofessional whose project title is the Career Community Aide. The high school team is supplemented by a second consultant and a student clerical assistant. Dr. George E. Leonard conceived and initiated the DCG Project in 1964, and continues to assist the project as the Chairman of the Guidance and Counseling Department of the College of Education of Wayne State University.

Project Method of Operation

The method used by the project is to establish careers as a center of interest to which all the educational experiences of the school can be related either directly or indirectly. An outline of the activities most frequently used by the DCG team to permeate the school with careers would include the following:

1. Counseling
   a. individual
   b. group

2. Dissemination of Career Information
   a. consultations
   b. class visits
   c. audio/visual materials
   d. printed materials
   e. role playing
   f. career games
   g. bulletin boards
   h. school assemblies

3. Broadening of Perceptions
   a. trips to cooperating industries
   b. speakers from various occupations

4. Work with Parent Groups
   a. organizing a parent group
   b. providing information to parents
   c. advising parents on the best ways and means to help their children

5. Work with Community
   a. community agencies
   b. neighborhood organizations
   c. coordinating school and community efforts

6. Consultation Service
   a. as resource persons
   b. at monthly DCG Committee meetings

7. Articulation
   a. between schools
   b. between business and industry

8. Providing a Negro Dignity Program such as Black History at the school

9. Establishing a School Guidance Committee

10. Communication
    a. face-to-face meetings between staff and parents
    b. project newsletters
    c. radio announcements
    d. handbooks for teachers
    e. workshop training meetings

11. School Employment Services established for elementary students to obtain such school jobs as safety patrol

12. Scholarships and employment assistance to high school seniors

EVALUATIVE FINDINGS RELATING TO PROJECT OBJECTIVES

Evaluation Design

The evaluation design called for the measurement of the attainment of project objectives by means of the following:

1. examination and comparison of project school records
2. interviews with students at project schools
3. a survey of teachers at project schools
4. interviews and conferences with parents
5. examination of a survey sent to cooperating businesses
6. a survey of administrators at project schools

Comparison of School Records Regarding Dropout Rates

The data collected provided strong evidence that the project accomplished its Primary Objective 1, the reduction of the dropout rate:

1) when compared to its own baseline data (1968 rate: 26.01%; 1971 rate: 15.98%), the DCG school reduced its dropout rate by 10.03 percent

2) when compared to the City Wide Dropout rate, the DCG school cut the gap by 5.93 percent

3) when compared to the Control school, the DCG school's dropout record was 11.89 percent better

4) when compared to the rank order of the city's 23 high schools, the DCG school is now ranked twelfth rather than the third highest in dropout statistics.

Post High School Education and Training

The DCG high school, Kettering, had 41 percent of its 1972 graduates accepted by one or more colleges. This was nine percent more than that of the Control high school which had 32 percent accepted.

Reading Achievement Gains in DCG Elementary Schools

The number one objective of many school administrators, teachers, and parents is the improvement of the reading skills of Title I students. The DCG Project does not directly involve itself in the reading performance of students. However, it was hoped that the introduction of the DCG Project would presage the improvement of student achievement in basic skills because the school's entire curriculum would be related to the students' career goals thus making the daily lessons more revelant to the students.

A Comparison of DCG Elementary Schools With All Other Title I Schools and The City-Wide Average Percent of Grade 4 Students Who Are One or More Years Below Grade in Reading

In the baseline year of 1967-68, only eight of the 131 Title I eligible elementary schools had the DCG Project. During this year, 16 of the 131 Title I schools were able to equal or better the city-wide average. None of the 16 schools had the DCG Project.

The next year, 1968-69, 20 of the 131 schools were equal to or better than the city-wide average. Included in the 20 were three DCG schools.

In 1969-70, 22 of the 131 schools were equal to or better than the city-wide average. This time, four of the 22 were DCG schools. While this does not prove any cause and effect relationship, it does point out two facts which reflect favorably on the DCG Project: (1) The DCG schools representing six percent of the Title I schools, comprised 18 percent of the Title I schools which were equal to or better than the city-wide average at the Grade 4 level; and (2) The four DCG schools which achieved this improvement in reading represent 50 percent of the DCG elementary schools.

While complete data are not yet available from 1970-71, the sixth year of operations for DCG schools, a pattern does seem to be developing in which Title I schools in general and, especially, Title I schools which have the DCG Project are annually narrowing the gap between the disadvantaged Title I schools and the city-wide average percent of Grade 4 students who are one or more years below grade in reading achievement.

Elementary and Junior High Student Interviews

The elementary and junior high school student interview responses provided evidence indicating that the project:

1) was instrumental in effecting some positive changes in students self-concepts

2) provided opportunities for students to observe minority group role models in their working enviornments and have face-to-face contact with them in school assemblies.

High School Student Interviews

It was found that less than half of the graduating seniors had been exposed to the DCG Project in their junior high and elementary schools. Therefore, the full impact of the project on the students' development kindergarten through 12 appears to have been blunted. Causal factors to be considered are:

1. the DCG Project is in its seventh year, consequently, the present maximum exposure to the project would be from the sixth grade, not kindergarten
2. the elimination of Class "C" schools from Title I which necessitated changing some project schools
3. family mobility
4. financial limitations of the project budget.

In regard to future expansion of the project, it must be stressed to interested regions that the full potential of the project can only be realized when all schools in the high school constellation are included.

Considering the ratio of 3,500 students to two DCG consultants, the fact that 87 percent of seniors reported receiving help from the project bespeaks of a highly efficient and dedicated team effort.

Evidence that the project has contributed to higher career aspirations for minority group students was strongly indicated by a 63 percent preference for a professional career. In the students' original career choices, only 38 percent were professional, indicating a 25 percent upward increase in professional career aspirations during their exposure to the DCG Project.

The Teacher Survey At Project Schools

The teachers rated those DCG services highest which were rendered in their presence (field trips and speakers). They rated services with which they did not have close contact (school-wide activities) slightly lower. Rated lowest of all were those which few if any teachers were able to witness (parent activities).

Parental Involvement

The role of the parent has been an integral part of the project from its inception. Parents accompany every DCG field trip. Their major role is to learn about careers with their children so that they also know the changing World of Work firsthand and can discuss it with their children. Parents are encouraged to join the DCG parents' group at their school. A sewing class was organized and a Fathers' Club meets monthly. Other events are planned on the individual school level involving parents during the year.

DCG Parent Interviews

The evaluator attended the May 25, 1972, meeting of the DCG Parents' Group and interviewed seven parents. The parents consistently indicated their endorsement of the DCG Project on all questions asked. They provided specific evidence in their replies that the project contributed to their own continuing education in regard to knowledge of careers, community resources, and also to their personal development in the areas of citizen awareness, the sewing class, and child welfare information.

While the number of parents surveyed was small, there was no doubt about their feelings regarding the worth of the DCG Project. Their responses reflect a belief that the project has had a beneficial effect on themselves and their children.

The Cooperating Agency Survey

Each year a large number of individuals volunteer to speak to DCG school groups as role models. They include parents of students, independent business people in the local school community, and representatives of large industries, commercial companies, or governmental agencies. Using lists of such speakers, the evaluator mailed a total of 45 survey forms to persons who had appeared as a role model one or more times during the year. A total of 12 or 27 percent were returned.

These citizen raters provided evidence that the role model speakers render effective assistance in the acccomplishment of the project's objectives. All 12 respondents agreed 100 percent that their agencies' participation in joint activities with schools were mutually beneficial and that they would again participate in such activities if invited.

Principal Interviews

As part of the 1972 evaluation to determine the degree of effectiveness of the Developmental Career Guidance Project, the ten principals of schools participating in the project were interviewed by the evaluator during the month of April, 1972.

The analysis of the principals' data indicated that: (1) the project has been successful with its student target population; (2) the project can now focus on the periphery target groups of parents, teachers, and administrators; (3) increased cooperation and participation of these groups in the Developmental Career Guidance process should increase the project's overall effectiveness; and (4) the project is ripe for expansion to other schools.

Recommendations For the Project Based on the 1971-72 Evaluation Findings

1. The analysis of the elementary and junior high student data supported findings that the project accomplished most of its objectives for students. The only discrepancy found between the hoped for results and the actual results, occurred in connection with the project's role as a change agent. The evidence suggests that while progress was made, a full, overwhelming acceptance of the Career Education concept by the teachers in the DCG schools has not yet occurred.

Therefore, the evaluator suggests that one of the project's goals for 1972-73 might well be the development of ways and means to increase this acceptance.

2. Analysis of the senior student data revealed that articulation between a DCG elementary, a DCG junior high, and a DCG senior high was achieved in less than half of the sample cases. This structual weakness affecting the project is largely a result of the changes in project schools due to the elimination of Class "C" Title I schools. The evaluator suggests that the project work towards the goal of a DCG team at all of Kettering's feeder schools regardless of regional boundaries. Then, it will be possible for all students in the Kettering constellation to receive the full 13 year (kindergarten to 12) <u>developmental</u> career treatment for their maximum growth.

SUMMARY, CONCLUSIONS, AND FINAL RECOMMENDATIONS

Upon being named as the first principal of the new Kettering High School in 1965, one of Dr. Leonard Sain's first tasks was to assess the educational needs of Kettering's students. He concluded his study with recommendations for a delivery system which would fill the gaps and discrepancies he found in the traditional high school curriculum. The DCG Project was assembled jointly by Wayne State University and the Detroit Schools to be the delivery vehicle. Its philosophy was to make careers the center of interest to which all activities of the schools could be related via a counseling and guidance oriented staff. The project did not attach itself "piggy-back" to the regular curriculum like most compensatory projects, instead a symbiotic relationship developed, merging project and school in their common cause.

The findings of this evaluation validate the DCG Project as a curriculum change delivery system possessing the potential to rally the educational forces of the community and provide for the career thrust of each individual student as they prepare themselves for entry into adulthood and the World of Work.

The evaluator found evidence that the project accomplished all of its primary objectives. Therefore, he recommends: (1) that the project be continued; (2) that it be expanded into other Detroit school constellations; (3) that the State Department of Education study it for use as a model for Career Education in Michigan; and (4) that the United States Office of Education examine the merits of its guidance and counseling approach over the rather narrow vocational education approach used by most of the other Career Education projects.

In explanation of the unqualified recommendations made above, the evaluator defends his position as follows: I believe with Anitai Etzioni and others that the reason why the ratio of resultant educational changes to additional compensatory educational funding have been so disappointing is that the target group of disadvantaged students have been locked into their total environment.[1] (Environment would include home, neighborhood, parental poverty, discrimination and inhibiting models of behavior.)

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[1] Amitai Etzioni, "Human Beings Are Not Very Easy to Change After All," <u>Saturday Review</u>, June 1972, p. 47.

Applying this theory to the search for the component which made the difference in the DCG Project's success as compared with other projects, its factor of success could be that it never limited itself to only what it could accomplish in the sphere of the sterile, antiseptic classroom. Its stance was that whatever actions deemed necessary for maximum student growth would be taken as a matter of policy. Thus, activities considered the highlights of other projects became the daily fare for DCG schools: (1) field trips; (2) role model speakers from the community; (3) the frequent appearance of parents in the school fulfilling the expanded role expected of them by the project; and (4) the nuture of mutually beneficial liaison relationships with community industries, businesses, universities, civic organizations, and governmental agencies.

Because the planners of the DCG Project recognized the potentialities of students' total environment, and insisted on massive contributions in kind from parents and the entire metropolitan community, the available resources of the project multiplied and its ultimate impact on students became highly magnified in its power.

In conclusion, all consumers of education should note the small price of success paid by the project to secure the priceless, uncounted hours of assistance volunteered by parents and citizens who responded to a project which allowed them to share with their professional educators, the direct face-to-face responsibility for the career education of our disadvantaged youth.

ADDENDUM

The Developmental Career Guidance Title I Target Population Report

The Developmental Career Guidance Target Population Evaluation Report

Background

As the disappointing results of the findings of the first Title I evaluations of little or no gain in achievement scores in the basic skills were published, it became increasingly clear that the federal monies had been spread too thinly over too many pupils to achieve any significant changes in achievement.

The remedy was to concentrate the funds on a smaller number of students so that subsequent evaluations could determine what changes, if any, in achievement were made as a result of the increased educational spending. This smaller group of disadvantaged students became known as the Target Population.

Computerized evaluation of all Title I Projects has been completed. The computer was given the following data:

1) The Project Participant Profile Data--This data identified every pupil who received compensatory educational services from a Title I Project.

2) Standardized Test Data--The results of the annual (1971 Pre- and 1972 Post) testing of all pupils in Title I elementary schools.

The computer now had the information stored on tape which would provide the baseline for this and subsequent evaluations on an annual basis. A program was written to obtain a printout of the mean scores for a random sample of all the Title I students and also the mean scores for a random sample of students who participated in each Title I Project.

It is, therefore, possible to compare the mean scores of the pupils who composed the Target Population of the Developmental Career Guidance Title I Project with the mean scores of the pupils who composed the Total Title I Target Population.

Comparison of Mean Score Data

In the following tables the pretest score means are to be considered the baseline data or starting points for measurement purposes. The posttest mean scores represent the measurement of achievement at the end of the school year. The national average or norm is 1.0 for a ten month school year. Each tenth (0.1) represents one month of growth in the reading or math skill being measured. Thus, any annual gain of less than 1.0 is below the national average and any which are more than 1.0 are above the national norm. Since the pretest was given in May 1971, and the posttest was given in April 1972, the expected gain at the norm would be 0.9 year or nine months.

Table 1

Reading Gains In DCG Elementary Schools Based On Mean Scores Compared To All Title I Elementary Schools

	All Title I Schools			DCG Schools		
Grade	1971 Pre-	1972 Post	Gain in Months	1971 Pre-	1972 Post	Gain in Months
1	-	1.8	-	-	1.8	-
2	1.6	2.5	0.9	1.7	2.7	1.0
3	2.0	3.0	1.0	2.2	3.0	0.8
4	2.5	3.7	1.2	2.7	3.9	1.2
5	3.2	4.1	0.9	3.4	4.3	0.9
6	3.6	5.0	1.4	3.7	4.9	1.2

A grade by grade examination of the data in Table 1 above show no appreciable differences in the mean scores or gains of the two groups.

Table 2

Arithmetic Gains In DCG Elementary Schools Based On Mean Scores Compared To All Title I Elementary Schools

	All Title I Schools			DCG Schools		
Grade	1971 Pre-	1972 Post	Gain in Months	1971 Pre-	1972 Post	Gain in Months
1	-	1.7	-	-	1.8	-
2	1.6	2.5	0.9	1.6	2.7	1.1
3	2.1	2.9	0.8	2.1	3.0	0.9
4	2.7	3.7	1.0	2.8	3.8	1.0
5	3.3	4.5	1.2	3.4	4.6	1.2
6	3.7	5.3	1.6	3.8	5.2	1.4

A grade by grade examination of the mean scores and gains in Table 2 above found no appreciable differences between the two populations of students.

Table 3

Year End Mean Score Standings Of The Title I Target Population And The DCG Target Population In Comparison With The National Norm

Grade	Year End National Norm*	Reading		Arithmetic	
		All Title I Schools	DCG Schools	All Title I Schools	DCG Schools
1	1.7	1.8	1.8	1.7	1.8
2	2.7	2.5	2.7	2.5	2.7
3	3.7	3.0	3.0	2.9	3.0
4	4.7	3.7	3.9	3.7	3.9
5	5.7	4.1	4.3	4.5	4.6
6	6.7	5.0	4.9	5.3	5.2

*Based on posttest in April (nine month period).

While Table 3 above shows that by the end of the sixth grade the present Title I student population is from 1.4 to 1.8 years below the national norm, the prognosis for the future based on Table 4 data is optimistic.

Table 4

A Comparison Of The Title I Target Population And DCG Target Population Aggregate Mean Score Gains By Grades

Grade	National Norm Gains*	Reading		Arithmetic	
		Title I Gains	DCG Gains	Title I Gains	DCG Gains
1	0.9	0.8**	0.8**	0.7**	0.8**
2	0.9	0.9	1.0	0.9	1.1
3	0.9	1.0	0.8	0.8	0.9
4	0.9	1.2	1.2	1.0	1.0
5	0.9	0.9	0.9	1.2	1.2
6	0.9	1.4	1.2	1.6	1.4
Total Gains	5.4	6.2	5.9	6.2	6.4

*Based on posttest in April (nine month period).

**An estimated gain for Grade 1 based on the posttest only scores reported in Tables 1 and 2.

The Table 4 data shows that when the mean score gains for each grade (1 through 6) are compiled for the six year aggregate, both the Title I and DCG Target Student Population are gaining slightly above the national norms gain in reading and arithmetic during the nine month period measured.

Because this year's grade one posttest scores are close to the national norm and they also exceed the grade two pretest scores, a prediction can be made that next year's evaluation will probably show continued improvement in the annual mean score gains.

APPENDIX

APPENDIX

THE C G SURVEY, LEVEL III

The information below pertains to all the tables which follow:

Table 41

	Experimental Schools		Control Schools	
	1965	1970	1965	1970
N	3788	3268	2239	2880
Sex M	1820	1516	1016	1357
F	1968	1752	1223	1523

In Tables 42 through 58 which follow, the P reported at the right side of each pair of results from the Experimental and Control schools represents the chi square significance level (if any) resulting from the comparison of 1965-70 data from those schools.

At the right hand margin is shown the chi square and significance level (if any) resulting from a comparison of 1970 results from Experimental and Control schools.

Complete data is available at Wayne State University.

Table 42

Job Level Aspiration Quartile (Item 8)

Exp. Schools	I	II	III	IV	O	P	
1965%	24.4	19.5	32.6	19.3	4.2		
1970%	31.7	23.7	27.3	16.1	.1	.01	1970 E vs C X^2=14.79 P=.01
Control Schools							
1965%	33.1	20.8	23.2	22.3			
1970%	34.7	21.9	25.8	17.1	.1	NS	

Table 43

Job Level Aspiration Quartile (Item 10)

Exp. Schools	I	II	III	IV	P	
1965%	19.8	39.1	21.1	18.1		
1970%	22.4	44.0	21.0	10.9	.01	1970 E vs C X^2=14.06 P=.01
Control Schools						
1965%	19.6	40.1	25.3	14.3		
1970%	20.4	45.0	20.5	13.0	.01	

Table 44

Job Level Aspiration Quartile (Item 12)

Exp. Schools	I	II	III	IV	O	P	
1965%	38.2	28.2	16.9	10.9	6.8		
1970%	39.3	31.0	17.7	10.1	2	.05	1970 E vs C X^2=7.72 P=NS
Control Schools							
1965%	39.2	26.9	16.6	10.3			
1970%	39.3	29.0	19.7	10.5	?	.01	

Table 45

Job Level Aspiration Quartile (Item 14)

Exp. Schools	I	II	III	IV	O		
1965%	18.2	35.6	25.2	14.5	6.5		
1970%	20.9	39.5	27.5	11.7	2	.01	1970 X^2 E vs C X^2=23.99 P=.01
Control Schools							
1965%	16.8	35.4	23.1	14.6	11.1		
1970%	17.1	38.3	28.6	14.0	2	.01	

Table 46

Job Level Aspiration Quartile (Item 16)

Exp. Schools	I	II	III	IV	O		
1965%	22.8	26.0	26.4	19.1	5.3		
1970%	22.9	44.3	27.7	4	2	.01	1970 X^2 E vs C X^2=13.64 P=.01
Control Schools							
1965%	18.2	31.3	24.9	9.4	11.1		
1970%	16.1	34.9	39.1	9.1	1	.01	

Table 47

Job Level Aspiration Quartile (Item 18)

Exp. Schools	I	II	III	IV	O		
1965%	13.8	35.9	37.9	6.7	4.7		
1970%	16.9	40.3	37.7	3.6	2.0	.01	1970 X^2 E vs C X^2=5.61 P=NS
Control Schools							
1965%	14.6	48.6	32.7	3.7			
1970%	16.5	44.3	35.1	4.1	1	.01	

Table 48

Job Level Aspiration Quartile (Item 20)

Exp. Schools	I	II	III	IV	O	P	
1965%	20.7	29.2	28.4	9.9	10.7		
1970%	22.8	35.3	30.2	8.4	3.3	.01	1970 E vs C X^2=19.79 P=.01
Control Schools							
1965%	29.1	33.4	27.9	8.7	2.3		
1970%	21.7	31.0	34.9	10.7	1.6	.01	

Table 49

Job Level Aspiration Quartile (Item 22)

Exp. Schools	I	II	III	IV	O	P	
1965%	34.4	17.6	29.0	15.9	3.1		
1970%	37.2	27.3	24.6	9.1	1.8	.01	1970 E vs C X^2=11.32 P=.05
Control Schools							
1965%	35.3	30.5	24.8	9.1	1.7		
1970%	35.8	27.8	26.8	8.8	1	.05	

Table 50

Job Level Aspiration Quartile (Item 24)

Exp. Schools	I	II	III	IV	O	P	
1965%	20.7	29.2	28.4	20.7			
1970%	24.9	31.8	34.3	4.0	3.9	.01	1970 E vs C X^2=17.25 P=.01
Control Schools							
1965%	24.1	18.9	38.2	17.6			
1970%	23.6	22.6	45.8	5.1	2.8	.01	

Table 51

Job Level Aspiration Quartile (Item 26)

Exp. Schools	I	II	III	IV	O	P	
1965%	12.8	27.8	24.0	27.6	7.8		
1970%	24.2	32.5	24.3	16.6	2.4		1970 E vs C $X^2=7.95$ P=NS
Control Schools							
1965%	13.7	31.5	21.5	29.8	3.5		
1970%	22.4	33.3	25.6	18.9	2.7		

Table 52

Different Number of Occupations Considered

Exp. Schools	0	1	2	3-4	5 & more	P	
1965%	9.2	29.7	32.1	20.4	9.0		
1970%	8.8	19.1	34.7	28.9	8.5	.01	1970 E vs C $X^2=14.71$ P=.01
Control Schools							
1965%	8.1	29.9	34.4	20.2	8.4		
1970%	8.4	25.5	36.7	21.3	8.1	NS	

Table 53

Plans Regarding School

Exp. Schools	Grad H.S.	D.O This Year	D.O. Next Year	N.S. Likely to D.O.	N.S. Likely to Stay	P	
1965%	74.1	4.1	4.5	7.2	8.9		
1970%	86.0	.2	.1	5.2	8.5	.01	1970 E vs C $X^2=12.69$ P=.01
Control Schools							
1965%	80.7	2.8	2.6	2.6	12.1		
1970%	83.3	2.1	2.4	12.2	10.0	NS	

Table 54

College Plans

Exp. Schools	Full time	Part time	Not sure	Plan not to go	P	
1965%	36.9	15.3	31.2	16.0		
1970%	41.0	20.5	27.5	9.6	1.4	1970 E vs C X^2=31.69 P=.01
Control Schools						
1965%	41.2	13.6	32.5	12.0		
1970%	39.1	19.5	32.1	15.3	.05	

Table 55

Plans after High School

Exp. Schools	Work	4 yr Sch.	Voc Sch.	Service Marriage	Other	P	
1965%	22.2	29.8	11.8	11.3	13.9		
1970%	23.6	40.1	17.7	10.4	8.2	.01	1970 E vs C X^2=3.17 P=NS
Control Schools							
1965%	20.3	44.2	13.6	11.1	7.1		
1970%	23.8	40.4	16.7	11.5	7.7	NS	

Table 56

Surety of Choice of Occupation

Exp. Schools	Very Sure	Sure	Not so Sure	Not sure at all	Compl in air	P	
1965%	18.6	25.8	34.4	12.3	7.2		
1970%	22.7	29.0	37.5	7.1	3.8	.01	1970 E vs C X^2=6.12 P=NS
Control Schools							
1965%	24.7	28.0	37.2	5.9	3.1		
1970%	23.3	27.9	38.6	7.0	3.6	NS	

Table 57

Choice of Occupation, Values

Exp. Schools	Money	People	Security	Decision	Promotability	P	
1965%	26.1	11.7	29.5	9.7	22.9		
1970%	22.3	13.7	19.4	9.2	35.4	.01	1970 E vs C X^2=17.55 P=.01
Control Schools							
1965%	17.7	17.5	24.9	10.7	29.1		
1970%	19.0	16.0	20.2	10.6	34.2	.05	

Table 58

Choice of Career : Factors

Exp. Schools	Money	Parents Approve	Get Ahead	Security	White Collar	P	
1965%	27.9	15.2	33.1	12.4	9.3		
1970%	25.7	10.9	48.7	7.7	7.0	.01	1970 E vs C X^2=8.01 P=NS
Control Schools							
1965%	24.4	16.1	44.5	6.5	5.1		
1970%	25.3	12.3	48.2	7.3	6.9	.05	

Table 59

This table represents the results of chi square analysis of the 1970 Experimental and Control groups responses to items 32-85. Asterisks denote those items in which significant differences were found between the E and C groups in 1970 and in which significant positive growth occurred only in the experimental group 1965-70. The reader will note that certain items which show significant differences are not starred because of the foregoing. (A complete listing of results is available from the author.)

Answer questions 32 to 60 in the following manner:
1 -- if you STRONGLY AGREE
2 -- if you AGREE
3 -- if you are UNCERTAIN
4 -- if you DISAGREE

Item		X^2	P
32.	My school subjects will help in my career.	6.04	NS
33.	My own interests are being met by the school subjects available to me.	1.58	NS
*34.	The results of the aptitude and achievement tests I have taken have been helpful to me in my planning for the future.	11.84	.05
*35.	I think the guidance counselor's job is important.	18.87	.01
36.	The guidance counselor is here to help students.	8.99	NS
37.	The conferences I have had with the guidance counselor have been necessary.	18.85	.01
*38.	The job of a guidance counselor is to help students with any problems they have.	109.25	.01
*39.	The job of a guidance counselor should be to discipline students.	23.04	.01

(Continued)

Table 59 (Cont.'d)

Item		χ^2	P
40.	The job of a guidance counselor should be to take attendance, issue late passes, etc.	30.7	.01
*41.	I would like to be able to go to the guidance counselor to discuss any problems I have trouble with.	25.49	.01
*42.	I would rather discuss any problems I have with a teacher, rather than a guidance counselor.	17.23	.01
43.	I would rather not discuss any problems I have with <u>any</u> person in school.	7.83	NS
44.	I would rather discuss problems I have with my parents.	9.76	NS
*45.	The guidance counselor has helped me in deciding whether or not I should go to college or some other type of school <u>after</u> high school.	13.93	.01
46.	Teachers have helped me in deciding whether or not I should go to college or some other type of school after high school.	7.53	NS
47.	I have been helped in finding a part-time job by the guidance counselor.	14.73	.01
48.	The guidance counselor in my school is concerned only with the good students.	5.93	NS
49.	The guidance counselors in this school only care about the poor students.	8.32	NS
50.	The guidance counselors in this school only care about discipline cases and students who cause trouble.	8.67	NS
*51.	The guidance counselors in this school care about all students.	18.93	.01
52.	The guidance counselors in this school don't seem to care about the students.	48.79	.01

(Continued)

Table 59 (Cont'd)

Item		X^2	P
53.	I like to participate in the clubs, sports, etc. available in my school.	5.24	NS
54.	I like to go to movies and watch television.	4.34	NS
55.	I like to attend concerts, plays, dance programs, etc.	9.51	NS
56.	I like to attend sports events.	3.41	NS
57.	I like to play sports myself.	1.57	NS
58.	I don't think school is going to help me very much in the future.	10.02	NS
59.	There is opportunity in my school to discuss questions and problems I have with teachers, principals.	12.44	NS
*60.	Teachers in my school seem to be interested in and want to help students.	20.14	.01
61.	I have received help in planning my school program.	2.26	NS
*62.	I have received help in knowing about job opportunities and requirements.	12.21	.05
*63.	I have been helped to understand my strengths and weaknesses.	17.95	.01
*64.	I have been helped to understand aptitude, achievement, and interest tests I have taken.	12.03	.05
65.	I have been helped to set up career goals for myself.	1.51	NS
	I RECEIVED THE MOST HELP IN THE FOLLOWING CASES FROM GUIDANCE COUNSELOR, TEACHER, PRINCIPAL, PARENTS OR RELATIVES, OR NO HELP.		
*66.	Assistance in planning your high school program.	71.69	.01

(Continued)

Table 59 (Cont.'d)

Item		χ^2	p
67.	Information about education after high school, like colleges, etc.	10.15	NS
*68.	Assistance in understanding test results	13.63	.01
*69.	Assistance in making future career plans.	63.77	.01
*70.	Assistance in solving your personal problems	34.02	.01
71.	Assistance in gaining part-time or summer work.	8.49	NS
*72.	Assistance in gaining information about various jobs.	25.29	.01
*73.	Assistance in gaining information about jobs in your community.	58.30	.01
74.	Assistance in developing better study habits.	2.56	NS
75.	Assistance in talking about problems I have in my classes.	17.14	.01
76.	What subjects should I take?	5.12	NS
*77.	What career should I choose?	62.97	.01
*78.	What shall I do after high school?	49.28	.01
*79.	What college (or other school) should I attend after high school?	36.56	.01
*80.	What are my academic strengths and weaknesses?	63.25	.01
*81.	What does it take to become a (any occupation)?	16.22	.01
*82.	What can I do about this personal problem?	47.81	.01
83.	How can I get a job this summer?	10.31	NS
*84.	What kind of job can I get after I leave high school?	28.04	.01
85.	How can I develop good study habits?	6.83	NS

Table 60

FACULTY ATTITUDE SURVEY RESULTS

Pre and Post Surveys Administered in September, 1965 and June, 1966, to Experimental and Control Schools
Follow-up Survey Administered in June, 1967.

N's Experimental: Pre: 208; Post: 202 Follow-up: 200 Control: Pre: 177; Post: 143 Follow-up: 137

		SA	A	U	D	SD
1. Inner-city youth should be regarded as any other youth.						
EXP.:	9-65	17%	29%	6%	27%	21%
	6-66	13	24	10	32	22
	6-67	18	20	5	29	28
CON.:	Pre:	22	27	9	22	21
	Post:	21	25	5	25	23
	6-67	28	27	5	20	20
2.* My school is doing as much as possible for all youth preparing for the world of work.						
EXP.:	Pre:	6	20	30	30	14
	Post:	3	27	22	25	23
	6-67	10	33	21	27	9
CON.:	Pre:	9	37	18	25	11
	Post:	8	30	21	33	8
	6-67	10	24	22	36	10
3. My school's curriculum is adequate to meet the needs of all youth preparing for employment.						
EXP.:	Pre:	4	14	26	38	18
	Post:	7	18	20	37	18
	6-67	3	16	24	38	19
CON.:	Pre:	6	19	25	33	17
	Post:	16	18	19	33	16
	6-67	6	12	22	30	30
4. Inner-city youth aren't really interested in employment.						
EXP.:	Pre:	1	7	11	48	32
	Post:	1	9	10	40	40
	6-67	2	9	13	41	35
CON.:	Pre:	5	13	20	43	19
	Post:	2	13	17	48	20
	6-67	4	10	14	45	27
5. *There are few employment opportunities available for inner-city youth in Detroit.						
EXP.:	Pre:	7	26	19	34	14
	Post:	5	21	20	38	16
	6-67	4	19	21	43	13
CON.:	Pre:	6	20	20	41	13
	Post:	3	19	18	42	17
	6-67	9	23	17	43	8
6.* The difficulty with most youth today is that they don't want to work.						
EXP.:	Pre:	5	12	10	46	28
	Post:	5	10	11	40	34
	6-67	3	15	8	49	25
CON.:	Pre:	7	25	11	40	18
	Post:	7	29	12	42	10
	6-67	5	17	13	41	25

			SA	A	U	D	SD
7.* Most businesses and industries are not interested in helping youth - all they care about is making money.	EXP.:	Pre:	6%	15%	18%	48%	13%
		Post:	5	15	19	40	21
		6-67	4	19	24	35	18
	CON.:	Pre:	8	13	13	54	12
		Post:	4	16	13	53	14
		6-67	12	22	9	36	20
8.* Most businesses and industries discriminate against youth today.	EXP.:	Pre:	6	31	20	34	9
		Post:	5	26	20	32	17
		6-67	7	28	26	34	6
	CON.:	Pre:	6	20	20	44	11
		Post:	5	19	33	29	14
		6-67	15	20	24	32	9
9. The only types of jobs minority group youth can aspire to today are unskilled, semi-skilled, clerical and services.	EXP.:	Pre:	2	15	9	55	19
		Post:	1	15	8	49	30
		6-67	4	9	7	55	25
	CON.:	Pre:	1	10	8	50	30
		Post:	3	10	10	50	27
		6-67	8	14	19	39	20
10.* Our school's guidance services are adequate.	EXP.:	Pre:	2	22	33	41	2
		Post:	5	29	26	30	10
		6-67	1	31	28	30	10
	CON.:	Pre:	4	14	12	42	28
		Post:	2	21	21	39	17
		6-67	2	17	15	28	38
11.* Minority group youth don't need any special attention - they are no different than any other students preparing for employment.	EXP.:	Pre:	2	11	6	43	39
		Post:	2	9	5	45	39
		6-67	2	3	5	53	37
	CON.:	Pre:	3	13	8	41	35
		Post:	2	17	14	40	26
		6-67	0	9	14	43	34
12.* A considerable proportion of youth today are just as well off if they drop out of school.	EXP.:	Pre:	1	4	9	33	53
		Post:	2	8	6	30	54
		6-67	0	3	6	31	60
	CON.:	Pre:	3	11	7	30	49
		Post:	3	14	9	33	41
		6-67	6	11	8	36	40
13. Youth preparing for employment are given as much recognition as college preparatory students in my school.	EXP.:	Pre:	6	25	20	27	22
		Post:	7	24	20	33	16
		6-67	3	19	34	23	21
	CON.:	Pre:	8	30	21	24	17
		Post:	8	25	25	17	23
		6-67	4	30	24	21	21
14.* I feel I understand the way inner-city youth see the future.	EXP.:	Pre:	5	41	34	18	3
		Post:	9	30	40	14	8
		6-67	12	34	35	14	5
	CON.:	Pre:	7	29	38	18	7
		Post:	9	24	52	12	4
		6-67	16	36	34	11	3

		SA	A	U	D	SD
15. Guidance counselors should be concerned mostly with discipline.						
EXP.:	Pre:	2%	6%	11%	33%	48%
	Post:	3	4	6	41	46
	6-67	2	3	6	36	53
CON.:	Pre:	3	6	4	41	46
	Post:	5	9	6	40	40
	6-67	5	8	9	37	42
16.* I am well acquainted with educational opportunities available for youth today in Detroit.						
EXP.:	Pre:	3	23	33	36	6
	Post:	10	35	33	20	2
	6-67	5	39	35	15	6
CON.:	Pre:	7	34	29	26	4
	Post:	10	30	24	28	7
	6-67	10	38	26	19	7
17. The difficulty with most minority group youth is that they don't want to work.						
EXP.:	Pre:	3	10	8	45	35
	Post:	3	5	11	47	34
	6-67	1	6	14	49	30
CON.:	Pre:	3	10	10	54	23
	Post:	3	14	15	50	18
	6-67	2	10	18	37	33
18.* My school's curriculum is adequate to meet the needs of minority group youth preparing for employment.						
EXP.:	Pre:	2	18	31	36	13
	Post:	2	27	20	38	14
	6-67	1	18	22	49	10
CON.:	Pre:	3	30	17	36	14
	Post:	6	24	30	26	14
	6-67	3	20	23	30	34
19.* My school is doing as much as possible for minority group youth today.						
EXP.:	Pre:	2	26	29	32	11
	Post:	10	27	25	26	12
	6-67	8	26	26	30	10
CON.:	Pre:	11	38	18	24	8
	Post:	7	32	12	29	20
	6-67	6	36	15	29	14
20.* Most businesses and industries are not making any effort to provide equal employment opportunity.						
EXP.:	Pre:	1	18	27	52	2
	Post:	3	10	20	56	11
	6-67	4	14	22	49	11
CON.:	Pre:	4	8	18	58	12
	Post:	10	13	14	52	11
	6-67	3	23	20	42	11
21. After a student graduates from school, there is no way he can get help in finding out about jobs and vocational opportunities.						
EXP.:	Pre:	3	12	14	48	23
	Post:	2	13	12	46	28
	6-67	1	6	4	60	29
CON.:	Pre:	1	8	8	53	30
	Post:	1	4	8	55	32
	6-67	0	3	8	62	27
22.* Students in my school have adequate opportunity to discuss their future plans with faculty.						
EXP.:	Pre:	5	28	29	33	5
	Post:	13	41	22	20	4
	6-67	6	40	18	27	9
CON.:	Pre:	5	30	17	37	12
	Post:	7	34	18	24	17
	6-67	7	38	11	31	13

			SA	A	U	D	SD
23.* Adequate information concerning occupations is available for students in my school.	EXP.:	Pre:	6%	23%	34%	31%	6%
		Post:	16	44	22	16	2
		6-67	16	42	23	16	3
	CON.:	Pre:	5	40	32	18	5
		Post:	9	35	20	23	13
		6-67	7	39	22	20	12
24.* I do as much as necessary to help youth become acquainted with career information.	EXP.:	Pre:	7	26	16	36	15
		Post:	17	38	20	22	3
		6-67	14	40	15	30	1
	CON.:	Pre:	9	45	16	26	4
		Post:	10	44	19	24	3
		6-67	13	41	16	25	5
25.* Career Guidance should be given no sooner than the 9th or 10th grade.	EXP.:	Pre:	3	15	14	44	24
		Post:	4	10	10	47	29
		6-67	3	11	7	36	43
	CON.:	Pre:	8	24	7	44	17
		Post:	10	21	10	49	10
		6-67	3	8	12	48	28
26. Inner-city girls should probably take the commercial course in high school.	EXP.:	Pre:	1	16	23	39	32
		Post:	4	15	19	40	21
		6-67	1	10	20	44	25
	CON.:	Pre:	5	15	13	43	24
		Post:	2	12	22	42	14
		6-67	3	11	22	33	26
27.* The TAAP and related programs are not really helping the poor.	EXP.:	Pre:	4	6	34	33	23
		Post:	5	11	40	31	13
		6-67	4	5	48	35	8
	CON.:	Pre:	6	11	32	38	13
		Post:	9	10	41	34	6
		6-67	3	7	56	22	12
28.* Post high school education is not really necessary for most youth today.	EXP.:	Pre:	1	3	10	46	40
		Post:	2	7	1	40	50
		6-67	15	1	6	43.5	49
	CON.:	Pre:	1	4	8	48	39
		Post:	8	10	8	44	30
		6-67	0	11	13	48	29
29.* All youth (inner-city) see their possible career opportunities the same way.	EXP.:	Pre:	1	5	13	41	40
		Post:	2	5	2	56	35
		6-67	1	4	8	45	42
	CON.:	Pre:	1	7	8	43	41
		Post:	1	8	14	41	36
		6-67	0	2	13	54	31
30. Residents of the inner-city are just as happy the way they are.	EXP.:	Pre:	10	17	11	30	32
		Post:	3	8	10	42	37
		6-67	1	5	14	38	42
	CON.:	Pre:	2	10	20	46	22
		Post:	2	11	20	37	30
		6-67	1	1	18	50	30

		SA	A	U	D	SD
31. I feel it is important for me to discuss the educational and occupational implications of my subject matter field with my students.	EXP.: Pre:	26%	48%	5%	14%	7%
	Post:	31	48	9	10	2
	6-67	33	57	6	3	1
	CON.: Pre:	26	38	10	18	8
	Post:	27	34	10	19	10
	6-67	34	52	5	9	0
32. Guidance services are the job of specialists; teachers are responsible for teaching subject matter only.	EXP.: Pre:	5	7	6	47	35
	Post:	2	4	8	50	36
	6-67	15	5	3	52	39.5
	CON.: Pre:	6	16	3	48	29
	Post:	4	15	4	47	30
	6-67	2	8	3	44	43
33.* Organized group guidance activities are adequate for students in my school.	EXP.: Pre:	1	7	33	39	20
	Post:	12	21	26	28	13
	6-67	3	22	30	35	10
	CON.: Pre:	0	13	29	40	18
	Post:	0	13	26	44	17
	6-67	7	8	26	34	25
34. Guidance counselors should be mainly concerned with 'keeping students in line.'	EXP.: Pre:	2	3	3	43	49
	Post:	2	1	1	48	48
	6-67	0	2	1	43	44
	CON.: Pre:	0	9	7	8	76
	Post:	1	2	2	47	48
	6-67	0	0	2	52	46
35. Guidance services are an integral part of the school program and should help every student make sound choices and plans.	EXP.: Pre:	52	43	3	1	1
	Post:	54	40	3	2	1
	6-67	56	40	2	1	1
	CON.: Pre:	56	38	1	5	0
	Post:	49	40	4	4	3
	6-67	57	31	5	3	4

* = difference significant at the 5% level. x^2 with $d_F = 5$.

DEVELOPMENTAL CAREER GUIDANCE PROJECT

WAYNE STATE UNIVERSITY

Faculty Attitude Survey

Dear Faculty Member,

This questionnaire is completely confidential and is for our use in planning. Please answer as honestly as possible since the results will be of little value otherwise. Thank you very much for your cooperation.

Subject or Grade Level taught _____

Circle SA if you STRONGLY AGREE; A if you AGREE; U if you are UNCERTAIN; D if you DISAGREE; SD if you STRONGLY DISAGREE.

1.	Inner-city youth should be regarded as any other youth.	SA	A	U	D	SD
2.	My school is doing as much as possible for all youth preparing for the world of work.	SA	A	U	D	SD
3.	My school's curriculum is adequate to meet the needs of all youth preparing for employment.	SA	A	U	D	SD
4.	Inner-city youth aren't really interested in school.	SA	A	U	D	SD
5.	There are few employment opportunities available for inner-city youth in Detroit.	SA	A	U	D	SD
6.	The difficulty with most youth today is that they don't want to work.	SA	A	U	D	SD
7.	Most businesses and industries are not interested in helping youth--all they care about is making money.	SA	A	U	D	SD
8.	Most businesses and industries discriminate against minority youth today.	SA	A	U	D	SD
9.	The only types of jobs minority group youth can aspire to today are unskilled, semi-skilled, clerical, and services.	SA	A	U	D	SD
10.	Our school's guidance services are adequate.	SA	A	U	D	SD
11.	Minority group youth don't need any special attention--they are no different than any other student preparing for employment.	SA	A	U	D	SD
12.	A considerable proportion of youth today are just as well off if they drop out of school.	SA	A	U	D	SD
13.	Youth preparing for employment are given as much recognition as college preparatory students in my school.	SA	A	U	D	SD
14.	I feel I understand the way inner-city youth see the future.	SA	A	U	D	SD
15.	Guidance counselors should be concerned mostly with discipline cases and problems and spend time left over with other student problems.	SA	A	U	D	SD

OEO: C.A.P. #9183 (6-1)

16.	I am well acquainted with educational opportunies available for youth today in Detroit.	SA	A	U	D	SD
17.	The difficulty with most minority group youth is that they don't want to work.	SA	A	U	D	SD
18.	My school's curriculum is adequate to meet the needs of minority group preparing for employment.	SA	A	U	D	SD
19.	My school is doing as much as possible for minority group youth today.	SA	A	U	D	SD
20.	Most businesses and industries are not making any effort to provide equal employment opportunity.	SA	A	U	D	SD
21.	After a student graduates from school, there is no way he can get help in finding out about jobs and vocational opportunities.	SA	A	U	D	SD
22.	Students in my school have adequate opportunity to discuss their future plans with faculty.	SA	A	U	D	SD
23.	Adequate information concerning occupations is available for students in my school.	SA	A	U	D	SD
24.	I do as much as necessary to help youth become acquainted with career information.	SA	A	U	D	SD
25.	Career Guidance should be given no sooner than the 9th or 10th grade.	SA	A	U	D	SD
26.	Inner-city girls should probably take the commercial course in high school.	SA	A	U	D	SD
27.	The TAAP and related programs are not really helping the poor.	SA	A	U	D	SD
28.	Post high school education is not really necessary for most youth of today.	SA	A	U	D	SD
29.	All youth (inner-city and outer-city) see their possible career opportunities the same way.	SA	A	U	D	SD
30.	Residents of the inner-city are just as happy the way they are.	SA	A	U	D	SD
31.	I feel it is important for me to discuss the educational and occupational implications of my subject matter field with my students.	SA	A	U	D	SD
32.	Guidance services are the job of specialists; teachers are responsible for teaching subject matter only.	SA	A	U	D	SD
33.	Organized group guidance activities are adequate for students in my school.	SA	A	U	D	SD
34.	Guidance counselors should be mainly concerned with "keeping students in line".	SA	A	U	D	SD
35.	Guidance services are an integral part of the school program and should help every student make sound choices and plans.	SA	A	U	D	SD

DEVELOPMENTAL CAREER GUIDANCE PROJECT

WAYNE STATE UNIVERSITY

The CG Survey--Level II

A Personal Sketch

1. My age is _____. I am a (boy or girl) in the _____ grade. I have _____ brothers and sisters. My father works as a _____; my mother as a _____.
2. The things I do best are _____.
3. Things I do NOT do well are _____.
4. Things I LIKE to do most are _____.
5. During my free time I _____.
6. These three things make my life happy _____.
7. Three things I like most about my life are _____.
8. The nicest thing that ever happened to me was _____.
9. The person in the world I admire most is _____. He/she does _____ for a living.
10. I admire him/her because _____.
11. Things that are important to me in my life are _____.
12. When I grow up, I would like to be _____.
13. The career(s) I would LIKE to enter is/are _____.
14. The reasons I like this career are _____.
15. The careers I think I could REALLY enter are _____.

EO: C.A.P. #9183 (6-1)

A Career Sketch

You must check ONE and ONLY ONE of the following choices in the following questions.

IF YOU COULD DO ANYTHING YOU WISHED. . .

1. Of the jobs below, which ONE would you choose when you get out of school?

BOYS	CHECK HERE	GIRLS	CHECK HERE
A. Chemist	____	A. Scientist	____
B. Accountant	____	B. Musician	____
C. Mail Carrier	____	C. Bookkeeper	____
D. Taxi Driver	____	D. Waitress	____

2. From the list below, check the job you feel you might choose when you finish school.

A. Waiter	____	A. Restaurant Cook	____
B. Mail Carrier	____	B. Bookkeeper	____
C. Teacher	____	C. Teacher	____
D. Engineer	____	D. Chemist	____

3. Which of the following jobs do you think you could enter by the time you grow up?

A. Engineer	____	A. Chemist	____
B. Musician	____	B. Welfare (Social) Worker	____
C. Store Clerk	____	C. Sales Clerk	____
D. Janitor	____	D. Soda Fountain Clerk	____

4. Check ONE of the four jobs below which you might get when you grow up.

A. Shoe-Shiner	____	A. Cleaning Woman	____
B. Assembly-line Machine Operator	____	B. Recreation Director	____
C. Accountant	____	C. Musician	____
D. Banker	____	D. College Professor	____

5. Which of the following jobs do you think you can get after you get out of school?

A. Lawyer	____	A. Lawyer	____
B. Electrician	____	B. Home Economist (Homemaking Specialist)	____
C. Assembly-line Machine Operator	____	C. Recreation Director	____
D. Waiter	____	D. Restaurant Cook	____

6. Of the jobs below, which ONE do you think you really would get when you get out of school?

A. Banker	____	A. College Professor	____
B. Teacher	____	B. Teacher	____
C. Barber	____	C. Beautician (Hairdresser)	____
D. Soda Fountain Clerk	____	D. Clothes presser in a laundry	____

7. From the list below, check the job you think you will get when you are older.

A. Taxi Driver	____	A. Waitress	____
B. Barber	____	B. Beautician (Hairdresser)	____
C. Musician	____	C. Welfare (Social) Worker	____
D. Minister	____	D. Dentist	____

8. If you were able to have any of the following jobs, which ONE would you choose?

A. Minister	____	A. Dentist	____
B. Radio Announcer	____	B. Story Writer	____
C. Garage Mechanic	____	C. Assembly-line Machine Operator	____
D. Shoe-Shiner	____	D. Cleaning Woman	____

9. Check the ONE job which you might get when you finish school.

A. Soda Fountain Clerk	____	A. Clothes presser in a laundry	____
B. Store Clerk	____	B. Sales Clerk	____
C. Radio Announcer	____	C. Story Writer	____
D. Chemist	____	D. Scientist	____

10. Choose ONE of the jobs below which you feel you could get when you grow up.

A. Janitor	____	A. Soda Fountain Clerk	____
B. Garage Mechanic	____	B. Assembly-line Machine Operator	____
C. Electrician	____	C. Home Economist (Homemaking Specialist)	____
D. Lawyer	____	D. Lawyer	____

NOW -- go back and cross out the job in each group you dislike the most. (Example: Teacher)

DEVELOPMENTAL CAREER GUIDANCE PROJECT

Wayne State University

THE CX G SURVEY

Level III

Dear Student:

This is NOT a test -- that is, there are no right or wrong answers. What we want is information about YOU.

Please do not write your name on this booklet or on the answer sheet -- we want your honest answers for the results will be of little value otherwise.

Please also follow the following directions:

(1) Mark all answers on the separate answer sheet -- do not write on this booklet.
(2) Mark only one answer for each question. Some questions have 4 choices, some have 5 choices.
(3) Write down your first reaction -- do not spend much time on any one question.
(4) If you have any questions, raise your hand and your teacher will help you.
(5) You may skip any question you do not wish to answer.

O.E.O.: Michigan-CAP #9183(6-1)

The C G Survey
Level III

1. YOUR PRESENT AGE:
   1. 14 or under
   2. 15
   3. 16
   4. 17
   5. 18

2. YOUR PRESENT GRADE:
   1. 7
   2. 8
   3. 9
   4. 10
   5. 11

3. SEX:
   1. Male
   2. Female

4. DO YOU LIVE IN:
   1. Single house
   2. Two family house
   3. Apartment or flat of four rooms or more
   4. Apartment or flat of three rooms or less

5. I HAVE THE FOLLOWING NUMBER OF BROTHERS AND SISTERS:
   1. None
   2. One
   3. Two
   4. Three
   5. Four or more

6. MY MOTHER'S OCCUPATION IS:
   1. Housewife
   2. Professional: Doctor, Lawyer, Teacher, Professional Nurse, etc.
   3. Factory Worker: Machine Operator, Assembly-line worker, etc.
   4. Clerical or Sales Worker: Secretary, Typist, Saleswoman, Clerk, etc.
   5. Cook, Maid, Cleaning woman, etc.

   If your mother's occupation is not listed, write it in on the other side of your answer sheet. If she is <u>not</u> working, write in her usual occupation.

7. MY FATHER'S OCCUPATION IS:
   1. Professional: Doctor, Lawyer, Teacher, etc.
   2. Clerical or Sales Worker: Bookkeeper, Salesman, Clerk, Etc.
   3. Factory worker: Machine Operator, etc.
   4. Building or Construction Worker
   5. Small business owner

   If your father's occupation is not listed, write it in on the other side of your answer sheet. If he is <u>not</u> working, write in his usual occupation.

GO RIGHT ON TO THE NEXT PAGE

8. OF THE JOBS BELOW, WHICH ONE WOULD YOU CHOOSE WHEN YOU GET OUT OF SCHOOL:

Boys	Girls
1. Chemist	1. Scientist
2. Accountant	2. Musician
3. Mail Carrier	3. Bookkeeper
4. Taxi Driver	4. Waitress

9. MY MOTHER WENT THIS FAR IN SCHOOL:
   1. Completed grade 8 or less only
   2. Some high school, did not graduate
   3. Graduated from high school
   4. Graduated from college

10. CHOOSE ONE OF THE JOBS BELOW WHICH YOU FEEL YOU COULD GET WHEN YOU GROW UP:

Boys	Girls
1. Janitor	1. Soda Fountain Clerk
2. Garage Mechanic	2. Assembly-line Machine Operator
3. Electrician	3. Home Economist (homemaking specialist)
4. Lawyer	4. Lawyer

11. HOW LONG HAVE YOU LIVED IN DETROIT?
   1. All my life
   2. One year or less
   3. Two years
   4. Three years
   5. Four or more years

12. FROM THE LIST BELOW, CHECK THE JOB YOU FEEL YOU MIGHT CHOOSE WHEN YOU FINISH SCHOOL:

Boys	Girls
1. Waiter	1. Restaurant Cook
2. Mail Carrier	2. Bookkeeper
3. Teacher	3. Teacher
4. Engineer	4. Chemist

13. WHAT ARE YOUR FUTURE PLANS REGARDING SCHOOL?
   1. Graduate from high school
   2. Drop out of school this year
   3. Drop out of school next year
   4. Not sure, but likely to drop out
   5. Not sure, but likely to stay

14. WHICH OF THE FOLLOWING JOBS DO YOU THINK YOU CAN GET AFTER YOU GET OUT OF SCHOOL?

Boys	Girls
1. Lawyer	1. Lawyer
2. Electrician	2. Home Economist (homemaking specialist)
3. Assembly-line Machine Operator	3. Recreation Director
4. Waiter	4. Restaurant Cook

15. AFTER YOU GRADUATE, DO YOU PLAN TO GO TO COLLEGE OR ANY OTHER SCHOOL, LIKE A TRADE OR BUSINESS SCHOOL?
   1. Full-time
   2. Part-time
   3. Not sure
   4. Do not plan to go

16. OF THE JOBS BELOW, WHICH ONE DO YOU THINK YOU REALLY WOULD GET WHEN YOU GET OUT OF SCHOOL?

Boys	Girls
1. Banker	1. College Professor
2. Teacher	2. Teacher
3. Barber	3. Beautician (hairdresser)
4. Soda Fountain Clerk	4. Clothes presser in a laundry

GO RIGHT ON TO THE NEXT PAGE

17. WHAT IS MOST IMPORTANT TO YOU IN YOUR CHOICE OF AN OCCUPATION?
    1. The amount of money I can make
    2. Working with a friendly group of people
    3. Being sure of keeping my job
    4. Being able to make my own decisions
    5. Chance to get ahead, be promoted, etc.

18. IF YOU WERE ABLE TO HAVE ANY OF THE FOLLOWING JOBS, WHICH ONE WOULD YOU CHOOSE?

Boys	Girls
1. Minister	1. Dentist
2. Radio Announcer	2. Story Writer
3. Garage Mechanic	3. Assembly-line Machine Operator
4. Shoe-shiner	4. Cleaning Woman

19. I HAVE THOUGHT ABOUT ENTERING THE FOLLOWING NUMBER OF OCCUPATIONS:
    1. None
    2. One
    3. Two
    4. Three or four
    5. Five or more

20. FROM THE LIST BELOW, CHECK THE JOB YOU THINK YOU WILL GET WHEN YOU ARE OLDER:

Boys	Girls
1. Taxi Driver	1. Waitress
2. Barber	2. Beautician (hairdresser)
3. Musician	3. Welfare (social) Worker
4. Minister	4. Dentist

21. I USUALLY GET THE FOLLOWING TYPES OF MARKS ON MY REPORT CARD:
    1. Mostly A's with possibly a few B's
    2. Mostly B's with possibly a few A's and/or C's
    3. Mostly C's with possibly a few B's
    4. Mostly C's with possibly a few D's
    5. Mostly D's with possibly a few C's and/or E's

22. WHICH OF THE FOLLOWING JOBS DO YOU THINK YOU COULD ENTER BY THE TIME YOU GROW UP?

Boys	Girls
1. Engineer	1. Chemist
2. Musician	2. Welfare (social) Worker
3. Store Clerk	3. Sales Clerk
4. Janitor	4. Soda Fountain Clerk

23. MY FATHER WENT THIS FAR IN SCHOOL:
    1. Completed grade 8 or less only
    2. Some high school, did not graduate
    3. Graduated from high school
    4. Some college, did not graduate
    5. Graduated from college

24. CHECK ONE OF THE FOUR JOBS BELOW WHICH YOU MIGHT GET WHEN YOU GROW UP:

Boys	Girls
1. Shoe Shiner	1. Cleaning Woman
2. Assembly-line Machine Operator	2. Recreation Director
3. Accountant	3. Musician
4. Banker	4. College Professor

25. HOW MANY PEOPLE LIVE WITH YOU IN YOUR HOME OR APARTMENT? (INCLUDE ALL PERSONS, RELATIVES OR NOT.)
    1. Two
    2. Three
    3. Four
    4. Five
    5. Six or more

GO RIGHT ON TO THE NEXT PAGE

26. CHECK THE ONE JOB WHICH YOU MIGHT GET WHEN YOU FINISH SCHOOL:

Boys	Girls
1. Soda Fountain Clerk	1. Clothes presser in a laundry
2. Store Clerk	2. Sales Clerk
3. Radio Announcer	3. Story Writer
4. Chemist	4. Scientist

27. WHAT ARE YOUR PLANS AFTER HIGH SCHOOL?
    1. Go to work
    2. Go to a four-year college like Wayne State or University of Detroit
    3. Go to some kind of school for less than four years like business school
    4. Join the service (boys) or Get Married (girls)
    5. Other

28. I HAVE WORKED FOR PAY:
    1. Have never worked for pay
    2. During the summer only
    3. After school and weekends only
    4. During the summer and after school or weekends
    5. Other (write in your answer next to the number on answer sheet)

29. HOW SURE ARE YOU OF YOUR PRESENT CHOICE OF AN OCCUPATION?
    1. Very sure
    2. Sure
    3. Not so sure
    4. Not sure at all
    5. Completely up in the air

30. HOW WILL YOU FINANCE YOUR EDUCATION AFTER HIGH SCHOOL?
    1. Parents
    2. Own savings and earnings
    3. Loans
    4. Scholarship
    5. A combination of above

31. WHEN I CHOOSE MY CAREER IT WILL BE MOST IMPORTANT TO ME:
    1. To find a career where I can make a lot of money
    2. To choose a career my parents approve of
    3. To find a career where I can get ahead
    4. To find a career where I can't get laid off or fired
    5. To find a career where I could wear a tie and a white collar

GO RIGHT ON TO THE NEXT PAGE UNLESS OTHERWISE INSTRUCTED

PART II

Answer questions 32 to 60 in the following manner:

1 -- if you STRONGLY AGREE
2 -- if you AGREE
3 -- if you are UNCERTAIN
4 -- if you DISAGREE
5 -- if you STRONGLY DISAGREE

32. My school subjects will help me in my career.

33. My own interests are being met by the school subjects available to me.

34. The results of the aptitude and achievement tests I have taken have been helpful to me in my planning for the future.

35. I think the guidance counselor's job is important.

36. The guidance counselor is here to help students.

37. The conferences I have had with the guidance counselor have been necessary.

38. The job of a guidance counselor is to help students with any problems they have.

39. The job of a guidance counselor should be to discipline students.

40. The job of a guidance counselor should be to take attendance, issue late passes, etc.

41. I would like to be able to go to the guidance counselor to discuss any problems I have trouble with.

42. I would rather discuss any problems I have with a teacher, rather than a guidance counselor.

43. I would rather not discuss any problems I have with <u>any</u> person in school.

44. I would rather discuss problems I have with my parents.

45. The guidance counselor has helped me in deciding whether or not I should go to college or some other type of school <u>after</u> high school.

46. Teachers have helped me in deciding whether or not I should go to college or some other type of school after high school.

47. I have been helped in finding a part-time job by the guidance counselor.

48. The guidance counselor in my school is concerned only with the good students.

49. The guidance counselors in this school only care about poor students.

50. The guidance counselors in this school only care about discipline cases and students who cause trouble.

51. The guidance counselors in this school care about all students.

52. The guidance counselors in this school don't seem to care about the students.

GO RIGHT ON TO THE NEXT PAGE

53. I like to participate in the clubs, sports etc., available in my school.

54. I like to go to movies and watch television.

55. I like to attend concerts, plays, dance programs, etc.

56. I like to attend sports events.

57. I like to play sports myself.

58. I don't think school is going to help me very much in the future.

59. There is opportunity in my school to discuss questions and problems I have with teachers, principals.

60. Teachers in my school seem to be interested in and want to help students.

PART III

Answer questions 61 to 65 in the following manner:
1 -- if you have received VERY MUCH HELP
2 -- if you have received MUCH HELP
3 -- if you are UNCERTAIN
4 -- if you have received NOT MUCH HELP
5 -- if you have received NO HELP

61. I have received help in planning my school program.

62 I have received help in knowing about job opportunities and requirements.

63. I have been helped to understand my strengths and weaknesses.

64. I have been helped to understand aptitude, achievement, and interest tests I have taken.

65. I have been helped to set up career goals for myself.

PART IV

Answer questions 66 to 75 as to the person who has given you the <u>most</u> help in the following areas.
1 -- Guidance counselor
2 -- Teacher
3 -- Principal, Assistant Principal
4 -- Parents, Relatives
5 -- No help

66. Assistance in planning your high school program.

67. Information about education after high school, like colleges, etc.

68. Assistance in understanding test results.

69. Assistance in making future career plans.

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70. Assistance in solving your personal problems.

71. Assistance in gaining part-time or summer work.

72. Assistance in gaining information about various jobs.

73. Assistance in gaining information about jobs in your community.

74. Assistance in developing better study habits.

75. Assistance in talking about problems I have in my classes.

PART V

Answer questions 76 to 85 as to the person you would like to go for help with the following questions.

1 -- Guidance counselor
2 -- Teacher
3 -- Principal or Assistant Principal
4 -- Parents, Relatives
5 -- Friends

76. What subjects should I take?

77. What career should I choose?

78. What shall I do after high school?

79. What college (or other school) should I attend after high school?

80. What are my academic strengths and weaknesses?

81. What does it take to become a (any occupation)?

82. What can I do about this personal problem?

83. How can I get a job this summer?

84. What kind of job can I get after I leave high school?

85. How can I develop good study habits?

GEL:8/65

THANK YOU VERY MUCH FOR YOUR COOPERATION